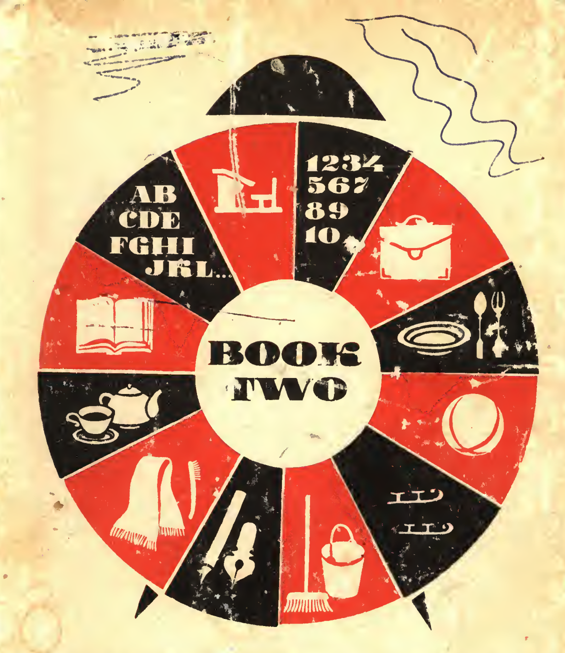


ENGLISH

Ю. Б. БОРИСОВ, Л. В. БОРИСОВА

УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА

ДЛЯ III КЛАССА ШКОЛ
С ПРЕПОДАВАНИЕМ
РЯДА ПРЕДМЕТОВ
НА ИНОСТРАННОМ ЯЗЫКЕ

(ВТОРОЙ ГОД ОБУЧЕНИЯ)

ИЗДАНИЕ 3-е



«ПРОСВЕЩЕНИЕ» ■ МОСКВА ■ 1973

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LESSON 1



1. Read and answer:

Hullo, boys and girls!

Good morning to you all.

I am your new friend. My name is Peter. I am ten. I live in Moscow. I live in Lenin Street.

What is your name?

How old are you?

Where do you live?

I am a schoolboy. I go to school every day. In our English lessons we speak, read and write. We write words and sentences. We can spell long and short words, too. I can spell my name: P e t e r.

What do you do in your English lessons?

Can you write your name in English?

When I come home from school, I have dinner. After dinner I like to play with my friends in our yard. We play football, badminton and hide-and-seek.

When do you have dinner?

What do you do after school?

Do you often play football?

Do you like to play hide-and-seek?

May I come to play with you?

My father is a worker. He works at a factory. The factory is near our house. After supper Father likes to read an interesting story. We all like to listen to him. In the evening my father and

I often play chess or watch television. I like to play chess. I can play well now.

Can you play chess?

Do you like to read an interesting story in the evening?

My mother is a doctor. She goes to work every day. We all help our mother. I go to the shop. My sister Lucy helps Mother in the kitchen. Lucy washes up. Father cleans the carpets.

Do you help your mother?

What do you buy in the shop?

My friend's name is Nick. He is a schoolboy. His family is large. They are five. His mother is not a doctor, she is a teacher. Nick's grandmother is old. She likes to go for a walk in the park. She has a clever little dog. The dog's name is Topsy. We like Topsy and play with it.

What is your friend's name?

How old is he?

Is his family large or small?

Does he study well?

Now you are reading and speaking with me.

Are you at home or at school now?

Are you reading well? If not, read the lesson again.

2. Look, copy and complete. (Use the words *long* and *short*.)
What is the time?

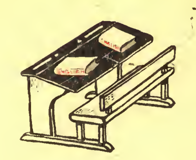


It is ...
Where are the hands?
The ... hand is at six.
The ... hand is at twelve.

LESSON 2

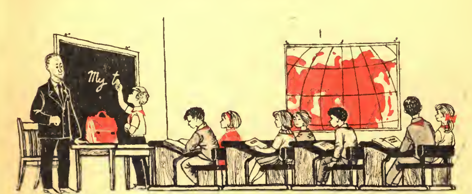


There is a pen on the table.
There is no pencil on it.



There are two English books on the desk.
There are no Russian books on it.

1. Look and say. (Use **there is, there are.**)



2. Read and draw Peter's room.

IN THE MORNING

At seven o'clock in the morning Peter opens his eyes and looks about. He is in bed. He is in his room. There is one window in the room. There is a little table near the window. On the table there are books, notebooks, pens and pencils. There are many books on his bookshelf. The bookshelf is on the wall near the table. There is a carpet on the floor. Near the bed there is a chair. On the walls there are two pictures.

Peter jumps out of bed. He looks out of the window. He sees many trees in the yard. There are long benches near the trees. In the street Peter sees a large house. It is a cinema. Near the cinema there is a shop with big shop windows. There are many cars in the street.

Peter opens the window and does morning exercises. Then he runs to the bathroom to clean his teeth and to wash his face and hands.

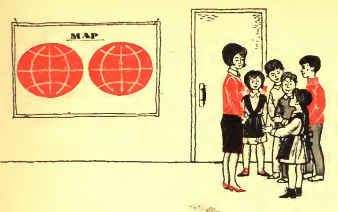
3. Speak about your room.

4. Copy and complete:

There ... an interesting short story in my book.
There ... many chairs near the table.
There ... twelve boys in our class.
There ... a park near our school.

5. Read Exercise 2 again and write out all the words of the **Car** Family.

LESSON 3



Is there a map on the wall? Yes, **there is.**
Is there a clock on the wall, too? No, **there isn't.**

Are there three boys near the teacher? Yes, **there are.**
Are there three girls near the teacher? No, **there aren't.** There are two.

1. Look, ask and answer (speak about your classroom).

2. Read: 'Is there ↘Yes, there↘is. ↘Yes, there↘are.
'Are there ↘No, there↘isn't. ↘No; there↘aren't.

3. Read and answer:

PETER AND LUCY

Peter's family is not large. Peter has no brothers, he has a sister. Her name is Lucy.

Are there three children in Peter's family?

Lucy is a little girl. She is six. She does not go to school.

Is Lucy a schoolgirl?

Lucy likes to play with her dolls. She has a new Teddy bear, two balls, a toy cat, a big toy dog and many dolls. All her toys are in a large box.

Are there many toys in Lucy's box?

Is there a toy cat in Lucy's box?

Peter often plays with Lucy. They like to play hide-and-seek. They make so much noise when they play.

Does Lucy like to play with her brother?

When Peter does his homework, Lucy helps her mother in the kitchen. There are many cups and plates in the kitchen. Lucy can wash the cups and plates very well.

Does Peter help his mother to wash up?

4. Make up questions and write them:

There are many toys in Lucy's box.
There is a long bench in the yard.
There are many exercises in the book.

5. Learn by heart:



My Kite

High, high
Up in the sky,
My kite string waves
Good-bye!
Good-bye!

LESSON 4



The wall is
in front of Peter.



The wall is **behind**
Peter.



The wall is **between**
Peter and Nick.

1. Do, ask and answer:

Peter, stand near the blackboard.
Nick, go and stand in front of Peter.
Look. Who is behind Nick?
Now, Ann, stand in front of Nick.
Who is behind you, Ann?
Who is standing between Peter and Ann?

Put your bag on the teacher's table.
Now put one book under the bag, two books in front of the bag and four books behind the bag.
Now look at the bag.
Are there four books in front of the bag?
Are there two books behind the bag?
Is there one book under the bag?

2. Read:

in 'front of the ↘shop
after the ↘tram
behind the ↘boys
be'tween the 'large ↗houses
near the ↘tram-stop

3. Read and look. Say which sentences are true.

This is a street. It is a nice street. There are large houses in it. There are many flats in the houses. Between the large houses there is a small house. It is a shop. The shop windows are very big.

You can see a worker. He is standing in front of the shop. There is a cinema in the street. The street is green. There are many trees in it.

You can see a tram in the street. A little boy is running after the tram. The tram-stop is near the shop. There are many children near the tram-stop. Two girls and a boy are walking in the street. The girls have new bags in their hands. The girls have a dog. The dog is running behind the boy. The children are going home from school.



4. Copy and complete. (Use *in front of, behind, between.*)

The boy is standing in front of the girl.
Where is the girl standing?
She is standing ... the boy.

The blackboard is behind the teacher.
Where is the teacher?
He is ... the blackboard.

Mike is sitting behind Peter.
Nick is sitting in front of Peter.
Where is Peter sitting?
He is sitting ... Mike and Nick.

5. Read Exercise 3 again and write out all the words of the **Bag** Family.

LESSON 5



What is there behind the tree?
There is a cat behind the tree.

1. Look, ask and answer:



Are there many children in the street?
What is the boy carrying?
Is the bag heavy or light?
What is there in front of the boy?
Is there a girl behind?
Is she helping the boy?

Are there many children at the table?
What is their mother carrying?
Are the plates heavy or light?
What is there in front of the mother?
Is there a girl between the boys?
What is the girl doing?





2. Read:

night	bag	'go by ↘tram
right	tram	at the ↘tram-stop
bright	glad	with my 'bag in his ↘teeth
light	carry	with a 'ball in 'her ↘hands

3. Read and answer: Is Rags a clever dog?
What can Rags carry?

MY DOG

I live in Lenin Street. Nick lives near my house. In the morning we meet at the tram-stop. We often go to school by tram. Every morning I take my dog Rags with me. Rags is a big clever dog. When my schoolbag is not heavy, Rags carries it for me.



He likes to carry the bag. If Nick and I go by tram, Rags runs after the tram. Near the school we meet our friends. They all like Rags. They say, "Rags! Rags! Bring me the stick! Carry my bag for me, too!" But Rags does not look at the children. He runs behind me with my bag in his teeth. Near the school door I say to Rags, "Give me my schoolbag!" Rags gives me my bag. "Go home now!" And Rags runs home.

When I come home from school, he meets me at the door. He is very glad to see me. After dinner I go for a walk with Rags. We run and play in the yard. There are many cats in our house. Rags does not like cats. When he sees a cat, he runs after it. But I say, "Rags! Come back!" And Rags comes back.

4. Spell the new words of the lesson.

5. Look, copy and complete:

What is there behind you? There ... behind me.
What is there in front of you? There ... in front of me.
What is there near you? There ... near me.

6. Dramatize:

— Hullo, Ann! I see you are carrying a very heavy bag. May I help you?
— Do, please. It is very heavy.
— What is there in it?
— There are many books and notebooks in it.

LESSON 6

13	14	15	16
thirteen	fourteen	fifteen	sixteen
17	**18**	**19**	**20**
seventeen	eighteen	nineteen	twenty



How many boys **are there** on the bench? There are three.

1. Ask, count and answer:

   How many boys are there in your class?
   How many girls are there in it?
   Now put your bags on your desks.
   How many bags are there on your desks?
   How many bags can you carry in one hand?
   How many girls are there behind you? Etc.

2. Do, ask and answer:

   Can you write the word *heavy*?
   Write it in your notebook.
   How many sounds are there in it?

Now count the letters in the word.
How many letters are there in it?
Is the word long or short?

3. Do the sums:

14 fourteen	+ plus	2 two	= is	16 sixteen

19	+	1	=
13	+	4	=
15	+	3	=

4. Read: There are 'thir ˎteen.
There are 'thirteen ˎboys.

'eighteen ˎletters
'fifteen ˎchildren
'two ˎgrandfathers

5. Read, do and answer:

Draw eight balls in your notebook.
Now colour two balls red, one ball black, and three balls yellow.
How many white balls are there?

6. Read and find the right answer:

How many grandfathers can you have?

We can have four grandfathers.
We can have many grandfathers.
We can have two grandfathers.
We can have one grandfather.

How many letters are there in the English ABC?

There are twenty-six letters in the English ABC.
There are twenty letters in the English ABC.
There are eighteen letters in the English ABC.

How many hands can a clock have?

A clock can have three hands.
A clock can have four hands.
A clock can have two hands.

How many boys are there in a football team?

There are eleven boys in a football team.
There are twelve boys in a football team.
There are fifteen boys in a football team.

7. Write in words: 20, 14, 18, 15, 13.

8. Copy and answer:

How many girls are there in your class?
How many desks are there in your classroom?

9. Are the sentences true? If not, put them in the negative.

Sixteen plus five is nineteen.
(Sixteen plus five is not nineteen.)
Fourteen plus six is twenty.
Seven plus twelve is eighteen.
Eleven plus four is fourteen.
Thirteen plus one is fifteen.
Two plus fifteen is seventeen.

10. Make up sentences on these models:

There is	a carpet	on the floor.	
There is	...	...	
There are	twelve	toys	in the box.
There are	...	...	...

LESSON 7



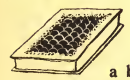
a sweet



a match



a bottle



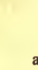
a box of sweets



a box of matches

a bottle of ink





a glass of water



1. Do, ask and answer:

Show the children a box of matches.
(This is a box of matches.)
How many matches are there in it? Count the matches.
(One, two, three, ...)
Now put the matches back in the box.
Is the box heavy or light?
Now put the box on the table in front of your friend.
Show the children a bottle of ink.
(This is a bottle of ink.)
Is the bottle heavy?
How many bottles of ink can you carry in your hand?
(I can carry only two.) Etc.

2. Read:

jump	car	a 'cup of ↘tea
just	park	a 'box of ↘matches
jam	large	a 'bottle of ↘ink
jar	jar	a 'glass of ↘water

3. Read, look and find the right answer:

What is there in the kitchen?

There is a table near the window.
There are four chairs near the table.
There are two chairs near the wall.
There is a shelf on the wall.
There are short white curtains on the window.

What is there on the kitchen table?

There are two bottles of milk on the table.
There are two boxes of matches on the table, too.

What is there on the shelf?

There are many glasses and plates on the shelf.
There are three jars of jam on the shelf.
Between the jars there is a box of sweets.



How many bottles are there on the shelf?

There is only one bottle on the shelf.

There are two bottles on the shelf.

Are they bottles of water, milk or ink?

They are bottles of ink.

They are bottles of water.

They are bottles of milk.

Who is in the kitchen?

A girl is in the kitchen.

A boy and his mother are in the kitchen.

What are they doing?

The boy is drawing in his notebook.

The boy is eating.

Mother is taking a plate from the shelf.

What is there in front of the boy?

There is a box of coloured pencils in front of him.

There is a glass of milk in front of him.

There is a plate of soup in front of him.

4. Speak about your kitchen.

5. Spell the new words of the lesson.

6. Copy and complete:

Copy and complete:	Use the words:
a box of ...	tea
a bag of ...	sweets
a cup of ...	water
a glass of ...	jam
a box of ...	books
a jar of ...	matches
a bottle of ...	milk

LESSON 8



There is **some** milk in the glass.

Is there **any** milk in the glass?
Yes, there is.



There are **some** coloured pencils in the box.
Are there **any** pens in the box?
No, there aren't.

1. Look, ask and answer:





How many bottles of ink can you see?
Is there any water in the big bottle?
Is there any water in the small bottle, too?
What is there in the small bottle?

How many plates are there on the table?
Is there any butter on the small plate?
Is there any butter on the large plate, too?
What is there on the large plate?

2. Read: some ↘ink   some ↘water   some ↘matches
↗brown bread or ↘white bread

3. Read:

AT TABLE

Mother. Now close your book, Rose. Dinner is ready. Sit down at the table. But where is Mike?

Rose. Mike is in the yard. (Rose goes to the window and opens it.) Mike! Mike! We are having dinner.

Father. Is he coming?

Rose. No, Daddy, he is playing badminton with his friends.

(Mother gives Rose and Father some soup.)

Father. Is there any brown bread today?

Mother. Yes. Rose, go to the kitchen and bring some brown bread, please.

(Rose brings the bread. Then they eat chops. When they are having tea, Mike comes in.)

Mike. I am sorry I am late.

Father. Go to the bathroom and wash your hands, Mike.

(Mike washes his hands and goes to the table. He sees a large box of chocolates on the table.)

Mike. Oh, what a large box of chocolates it is!

Mother. Eat some soup and chops, Mike.

Mike. Thank you, Mummy. I am hungry.

Rose. I see you are very hungry, Mike.

Mike. And I see you like chocolate, Rose. Is there any chocolate for me?

Rose. There is no chocolate for you, Mike. You are late for dinner.

Mike. Mum?!

Mother. Yes, dear. There is some for you, too.

And answer:

Who is late for dinner?
Does Father have brown bread for dinner?
What does Rose like?
Does Mike like chocolate?

4. Copy and complete. (Use the words *some, any.*)

Is there ... water in the bottle?
There are ... matches on the table.
Are there ... sweets on the plate?
There are ... chocolates in the box.

5. Read Exercise 3 again and write out all the words of the **Big** Family.

6. Make up sentences on these models:

There is	some cheese	on the plate.
There is	some ...	...
There are	some glasses	on the shelf.
There are	some ...	...



LESSON 9



a fork a knife a spoon



meat



fish

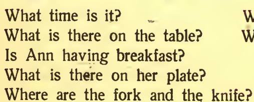


sugar

1. Look, ask and answer:







What time is it?
What is there on the table?
Is Ann having breakfast?
What is there on her plate?
Where are the fork and the knife?

What time is it?
What is there on the table? Etc.

What is Ann doing?
Is she cutting the meat with a knife?
Is there any milk in her glass?
Is there any bread on the table?

2. Read:

with a ↗knife	↗sugar or ↘salt
with a ↗spoon	↗tea or ↘coffee
with a ↗fork	for ↗breakfast or for ↘supper

3. Read and answer:

Do we eat soup with a fork?
Do we cut meat with a knife?
Do we take bread with a fork?
Do we eat fish with a knife?
Do we eat soup with a spoon?
Do we cut bread with a spoon?

4. Read and find the right answer:

What do you put in your soup: sugar or salt?
  I put sugar in my soup.
  I put salt in my soup.
What do you put in your tea: sugar or salt?
  I put salt in my tea.
  I put sugar in my tea.
When do you have soup?
  I have soup in the morning.
  I have soup in the afternoon.
  I have soup in the evening.
When do you like to have bread and butter?
  I like to have bread and butter for dinner.

I like to have bread and butter for breakfast.
I like to have bread and butter for supper.

5. Read and answer:

What does Lucy have for breakfast?
What does Peter put in her coffee?
Does she like the coffee?

AT BREAKFAST

Every day Lucy has tea for breakfast. She likes tea. But today she says to her mother, "Peter is having coffee. May I have some coffee, too?" Mother says, "Have some tea, Lucy."

"No, thank you. I want some coffee today."

Mother gives Lucy a cup of coffee and some bread and butter.

"Peter, please put some sugar in my cup," says Lucy.

There is salt and sugar in front of Peter. Peter puts some salt in Lucy's cup. The coffee tastes bad. Lucy looks at Peter and her mother, and then she says, "Peter, do you want my coffee? I don't like it."

"No, thank you," says Peter, and he laughs.

6. Spell the new words of the lesson.

7. Copy and complete. (Use the words *a fork, a knife, a spoon.*)

We eat soup with a ...
We cut meat with a ...
We eat fish with a ...
We take sugar with a ...

8. Read Exercises 3 and 4 again and write out all the words of the **Clean** Family.

9. Learn by heart:



Hey, Diddle, Diddle



Hey, diddle, diddle,
The cat and the fiddle,
The cow jumps over the moon.
The little dog laughs
To see such fun
And the plate runs away with the spoon.





LESSON 10

a flower

a lake

a fire

a lake a flower a fire

1. Ask and answer:

Can you make fish soup (coffee, tea)?
Can you make a paper doll (a paper ball, a paper flower)?
Do you need salt or sugar when you make soup?
Do you need any meat when you make chops?
Do you need a fork and a knife when you eat meat?
Do you need a spoon when you cut bread?
What do you need when you make chops (coffee, tea)?
Do you need a bag when you go to a shop? Etc.

2. Read:

letter	any
clever	story
flower	carry
water	heavy
paper	hungry

3. Read and find the answers:

What do Peter and his family eat in the wood?
Who makes the fish soup?
What do they bring from the wood?

IN THE WOOD

Peter's family like to go to the wood. They often go to the wood on Sundays. They get up at six o'clock in the morning. They put some bread, butter, meat, cheese, sweets, a bottle of milk, salt and sugar in their bag. Peter takes his dog Rags with him.

Peter's friend Nick likes to go to the wood, too. He meets Peter and his family at the tram-stop.



At seven o'clock they are in the wood. There is a large lake in the wood. Peter's father goes to fish. The children play hide-and-seek. They hide behind the trees. Rags runs after the children. They laugh and make so much noise.

When Father brings some fish, he makes a fire. The children help Mother and Father to make fish soup. They are hungry. The soup tastes good. But Rags does not want the fish soup, he wants some meat for dinner.

After dinner Lucy and her mother pick flowers. They like to bring home some flowers. There are many flowers in the wood. They are white, red, yellow, and blue.

In the evening they go home. Their bag is not heavy now. It is light. Rags carries the bag home.

4. Retell the story.

5. Spell the new words of the lesson.

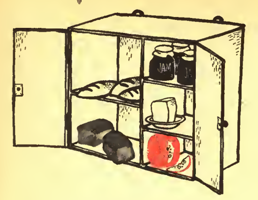
6. Copy and complete:

We need some wood and a box of matches to make a ...
Rags carries Peter's bag when the bag is ...
They go to the wood to pick ...
I cannot carry the box. It is ...
They like to fish in the ...

7. Read Exercise 3 again and write out all the words of the **Box** Family.

8. Dramatize:

— I have no ink in my pen. Is there any ink in your ink-bottle?
— Yes, there is some. Here is the bottle.
— Thank you.
— That's all right.



LESSON 11



There is **a lot of** bread on the plate.

1. Look, ask and answer:

Is there any jam on the shelf?
Is there a lot of jam?
Where is the jam?
Is there any butter on the shelf? Etc.

2. Read: **A PICNIC**

(Helen, Jane, Jack, Mike and Peter are walking near the lake. Peter is carrying a big bag.)

Mike. Put down your bag, Peter. And let's sit down under this big tree.

Jane. All right. The boys can fish in the lake, and we can pick some flowers.

Helen. Let's see what we have in the bag. I am hungry.

Mike. Let's bring some wood to make a fire, boys.

(The boys go to bring some wood. Helen opens the bag.)

Helen. Are you hungry, boys?

(Helen takes some meat out of the bag, but she does not see a dog behind her. The dog sees the meat, takes it quickly and runs away.)

Helen. Oh, Mike! Peter! Jack! Look! A dog is running away with our meat.

(Peter runs after the dog, but the dog runs quickly. It runs away.)

Helen. Now we have no meat, but we have a lot of cheese, and butter, and three bottles of milk.

Mike. And some chocolate, too!

Helen. Sit down all of you.

Jane. Have we any brown bread? I like brown bread.

Peter. There is a lot of brown bread in the bag.

Jane. Who has a knife, boys? I need a knife to cut the bread and cheese.

Jack. You can cut it with my small knife. Take it.

(Then the children play in the wood.)

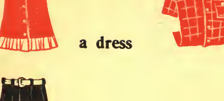
And answer:

Do you often go to the wood?
Are there many flowers in the wood?
Do you pick flowers in the wood?
Do you like to fish?
Is there a lake in the wood?
Do you make a fire near the lake?
Do you like to sit near a fire?

3. Make up sentences on these models:

Is there	a bookcase		in the room?
Is there	a ...		... ?
Is there	any ...		... ?
Are there	any	forks	on the table?
Are there	any	...	... ?

LESSON 12



a dress



a shirt

a pair of trousers



a pair of shoes



What colour is the shirt?
It is white.

1. Do and say:

Touch your shirt.
(I am touching my shirt.)
Touch your shoes. Etc.

2. Ask and answer:

Are you wearing a shirt?
How many shirts are you wearing?
(I am wearing only one.)
How many shirts have you at home?
Are you wearing a pair of shoes or a pair of boots?
What is Nick wearing?
Is his shirt new or old?
What colour is his shirt? Etc.

3 Учебник английского языка

3. Read:

a 'pair of ˎshoes
a 'pair of ˎboots
a 'pair of ˎtrousers

4. Read and do:

Let's make two paper dolls.
Draw a boy and a girl.
Cut the girl out.
Cut the boy out.
Now draw a shirt and a pair of long trousers for the boy.
Colour the shirt brown and the trousers gray.
Cut out the shirt and the pair of trousers.
Draw two dresses for the girl.
Colour one dress blue and one dress red.
Cut out the dresses.
Bring the paper dolls, their dresses, shirts and trousers to your English lesson.

5. Spell the new words of the lesson.

6. Copy and write the answers:

For girls

Are you wearing a blue dress?
What colour is your dress?
What colour are your shoes?

For boys

Are you wearing gray trousers?
What colour are your trousers?
What colour is your shirt?
What colour are your boots?

7. Are the sentences true? If not, put them in the negative.

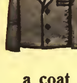
Boys wear dresses.
We wear shoes on our hands.
We put on our shoes when we go to bed.
Boys take off their caps when they come home.

8. Learn by heart:

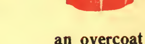
Winter is Fun

Where is my cap?
My warm little cap,
My boots and mittens too?
I want to go, and play in the snow,
And have a lot of fun, don't you?

LESSON 13

a coat



an overcoat

a hat



a pocket



a hanky



a pair of gloves

1. Do, ask and answer:

How many pockets are there in your trousers (on your dress, shirt)?
Touch your pocket.
What is there in it?
Is there a hanky in your pocket?
Show me your hanky.
What colour is it?
Is it old or new?
Do you need a new hanky?

2. Ask and answer:

Do you put on a hat when you go to school?
Are you wearing it now?
Do you take your hat off when you come to school?

Do you take it off when you come home?
When do you wear your hat?
(I wear it outdoors.) Etc.

3. Read and answer:

Hullo, friends!

It is winter now. In winter I jump out of bed at eight o'clock. I open the window and do morning exercises.

Do you open the window when you do morning exercises?

Do you do morning exercises every day?

Then I dress. I put on my shirt, my trousers and my coat and go to the kitchen to have breakfast. After breakfast I go to school. In winter I wear my overcoat, hat and gloves.

What do you wear outdoors in winter?

I don't like my winter overcoat. It is heavy, and I cannot run quickly in it.

Is your overcoat heavy, too?

I like summer. In summer I don't need to wear my overcoat, gloves and hat. I get up at seven o'clock. I run out into the yard and do morning exercises outdoors.

Do you do morning exercises outdoors, too?

In the morning I often run to the lake to fish. When I go to the lake, I put some bread and some cheese in my pocket and have breakfast outdoors.

Do you like to have breakfast outdoors in summer?

Near the lake I meet my friends. We like to fish and swim in the lake. We often make a fire and have fish soup for dinner. The soup tastes good.

Can you swim well?
Do you like to fish in summer?
Do you fish in winter, too?
Can you make a fire in winter?

4. Speak about your day.

5. Copy and complete. (Use the words *trousers, shoes, shirts, dresses, coats, overcoats, hats, gloves.*)

What do girls wear?
Girls wear ...
What do boys wear? Boys wear ...
What do you put on when you go outdoors in winter?
I put on ...

6. Learn by heart:

On a Frosty Day



Jump out of bed and take your sled
This cold and frosty day.
The sun is bright — the snow is right
For outdoor winter play!

WORDS AND EXPRESSIONS

all
a lot of
any
badminton
behind
between
blue
boot
bottle
carry
chocolate
clever
coat
coffee
colour
coloured pencils
cut
cut out
daddy
do morning exercises
draw
dress
eighteen
exercise
fifteen
fire
fish
flower
for
fork
fourteen
glad
go by tram
gloves
grass
gray
hanky
hat
heavy
here
hide
how many
hungry
if
in front of
ink
jam
jar
knife
lake
laugh
let's
light
listen
long
look about
look out
make
make so much noise
match
meat
meet
mummy
need
new
nice
nineteen
notebook
only
outdoors
overcoat
pair
paper
pick
plate
plus
pocket
put on
ready
salt
seventeen
shirt
shoe
short
sing
sixteen
some
sorry
sound
spell
spoon
story
sugar
summer
sweet
swim
take off
taste bad
taste good
That's all right.
team
their
thirteen
this
tram-stop
trousers
twenty
want
water
wear
winter

LESSON 14

This is a picture of a face.

an eye
a nose
a mouth
hair
an ear

hair
an ear
an eye
a nose
a mouth

This is the **right** hand.
There are five **fingers** on the right hand.

This is the **left** hand.
There are five fingers on the left hand, too.

1. Say and do, ask and answer:

Point to your left eye.
(This is my left eye.)
What is he pointing to?
What colour are his eyes? Etc.

2. Ask and do:

Ask Nick to touch his nose.
(Touch your nose, please.)
Ask Nick not to touch his face.
(Don't touch your face, please.) Etc.

3. Say and do, ask and answer:

Ask Nick to count his fingers.
(Count your fingers, please.)

What is he doing?
How many fingers are there on your hands, Nick?
Ask Nick not to play with his fingers.
(Don't play with your fingers, please.)
Is he playing with his fingers now? Etc.

4. Say and guess:

She is a schoolgirl.
She is ten.
Her hair is black (yellow, brown).
Her eyes are black (blue).
She has a short nose and a large mouth.
She wears a brown hat and a pair of brown gloves.
Her overcoat is green.
She studies well.
She is in the classroom now.
She is wearing a brown dress and a pair of brown shoes.
Now guess who she is.

5. Read:

a 'picture of a ˎface
a 'picture of a ˎboy
a 'picture of a ˎdog
a 'picture of a ˎcat

6. Read, say and do:

Ask your friend to close his eyes.
(Please close your eyes.)
Ask your friend to open his right eye.
Ask your friend to open his left eye.
Ask your friend to touch his hair.
Ask your friend to point to his mouth.
Ask your friend to touch his nose.

7. Read and say:

Ask your friend to point to the boy in front of Nick.
Ask your friend to point to the girl behind Nick.
Ask your friend not to speak when he eats.
Ask your friend not to put his hands in his pockets.
Ask your friend not to put his fingers in his nose.
Ask your friend not to put his pencil in his mouth.

8. Spell the new words of the lesson.

9. Read, say and write:

Ask your teacher not to open the window.
(Please don't open the window.)
Ask your teacher to repeat it.
Ask your teacher to look at your exercise.
Ask your teacher to spell the word.
Ask your teacher to tell you a story.

10. Are the sentences true? If not, put them in the negative.

We open our mouths when we speak.
You open your eyes when you sleep.
We see with our ears.

LESSON 15

a head
a neck
an arm
a back
a leg
a foot

a head
a neck
a back
an arm
a leg
a foot

This is a picture of a boy.

1. Ask and do:

Ask Nick to touch his head with his left hand.
(Nick, touch your head with your left hand, please.)
Ask Nick to touch the desk with his left foot.
Ask Nick not to make so much noise.
Ask Nick to put his right hand behind his back. Etc.

2. Ask and answer:

When do you get up?
Do you wash your face, neck and hands?
What do you put on your feet?
What do you wear on your hands outdoors?
What do you wear on your head?
Do you carry your bag in your arms or in your hand? Etc.

3. Read:

green	pen	clock
need	dress	pick
meet	left	pocket
sweet	neck	neck
feet	leg	back

with my ↘right hand	'Let's ↘read.	'Let's ↘draw.
with your ↘left foot	'Let's ↘write.	'Let's ↘play.
under his 'right ↘arm	'Let's ↘go.	'Let's ↘jump.

4. Read and draw:

Let's draw a picture of a funny boy.

Draw a large head. Draw two big eyes, a short nose, large ears and a large mouth. The boy is laughing. His hair is short.

Now draw a long neck and long arms. The boy is carrying a heavy bag under his right arm.

The boy is wearing a shirt. There are two pockets on his shirt.

Draw short legs and a pair of trousers. Now draw shoes on his feet.

Is the boy funny?

5. Spell the new words of the lesson.

6. Write about your friend:

My friend's name is ...
His eyes are ... (blue, gray, brown, green)
They are ... (large, small)
His hair is ... (long, short)
It is ... (yellow, black, brown)
He has a ... nose. (long, short)

7. Dramatize:

— Let's draw.

— All right. But I need a pencil. Can you give me a pencil?

— Sorry, I can't give you a pencil. I have only one. Who has a spare pencil, girls?

LESSON 16

1. Listen and say. (Use the words *him, her, us, them, me, you.*)

I am speaking to you, children.
(You are speaking to **us**.)
Look at Nick.
(Look at **him**.)
Nick is sitting near Ann.
(He is sitting near **her**.)
Nick is sitting behind Peter and Kate.
(He is sitting behind **them**.)
Look, I am giving Ann a book.
(You are giving **her** a book.)
Ann, I am giving **you** a book.
(You are giving **me** a book.)

2. Ask, do and say. (Use the words *him, us, them, her, me, you.*)

Ask Nick to take his pictures out of his bag.
(Nick, please take your pictures out of your bag.)
(I am taking them.)
Ask him to show us a picture of a fish. Etc.

3. Read:

↘ask me ↘ask us
↘ask him ↘ask them

in ↗front of her or be↘hind her



4. Read, look and find the right answer:

You can see two children, a boy and a girl. The boy's name is Tom, and the girl's name is Mary. Look at them. Is Tom wearing a white shirt?

Yes, he is wearing a white shirt.

Yes, she is wearing a white shirt.

What colour is Tom's hair? And what colour is Mary's hair?

His hair is brown.

Her hair is black.

His hair is yellow.

Her hair is yellow.

Tom and Mary have a lot of toys. Who is playing with them?

Tom is playing with them.

Mary is playing with them.

Tom and Mary have a lot of books. They like to read them. Are the books on the shelf in front of Tom or behind him?

They are on the shelf in front of him.

They are on the table behind him.

Is Mary putting the books on the shelf?

Yes, she is putting them on the shelf.

Yes, he is putting them on the shelf.

Tom and Mary have a dog. Now the dog is in the room. Is their dog sitting near Tom or near Mary?

Their dog is sitting near him.

Their dog is sitting near her.

Their dog is sitting between them.

Tom and Mary like flowers. There are some flowers in their room. Where are the flowers? Are they behind Mary or in front of her?

They are behind her.

They are in front of her.

5. Copy and replace the names by the words *him, her, us, them, they, she.*

Mary and her brother Tom have a grandmother. *Mary and Tom* go to see *Grandmother* every day. *Mary and Tom* help *Grandmother* to clean *Grandmother's* room and buy *Grandmother* some bread.

Tom often says, "Grandmother, tell *me and Mary* a story. You know a lot of stories." "All right," Grandmother says to *Tom.* And *Grandmother* tells *Mary and Tom* a story.

LESSON 17



Whose dog is it?
It is Peter's.

1. Ask, do and answer:

Ask Nick to show you his hanky (his left hand, his right hand, etc.).
Is there any ink on it?
Is Nick's hanky clean or dirty?
What colour is the hanky?
Whose hanky is it?
Ask Nick to put his hanky in his schoolbag.
Ask him to put it in his pocket.

2. Ask and guess:

Nick, write the name of a boy or a girl in our room. Don't show it to the children.

Nick, is it a girl's name or a boy's name?
What colour is her hair?
Is the hair long or short?
What colour are her eyes?
Is she sitting behind you or in front of you?
Is she wearing a brown dress?
Is there a pocket on her dress? Etc.
Is it Ann?

3. Read:

ball	bag	take
all	hat	lake
wall	match	make
small	carry	name
tall	hanky	shame

a 'new ↗overcoat and a 'new ↘hat
'gray ↗eyes and 'brown ↘hair

4. Read:

WHO IS SHE?

This is a story about a little girl. The girl has gray eyes and brown hair. She is not tall, she is short. She has a new overcoat and a new hat. The overcoat is brown, and the hat is red.

She likes to help her mother. She washes the cups and plates in the kitchen.

She likes to listen to interesting stories. She often asks her father to read an interesting story.

In summer she likes to go to the wood with her mother, father and brother.

And she likes sweets.

She has a large box of toys. There are many toys in it.

The girl has a brother. He is a schoolboy. He studies well. When he comes home from school, he often plays with her. The children like to play with their dog. It is a big dog. It is clever.

And answer:

Whose sister is she?
What is her name?

5. Spell the new words of the lesson.

6. Copy and complete:

Mary has a cat. The cat's name is Pussy. Whose cat is Pussy?

It is ...

Peter has a dog. The dog's name is Rags. Whose dog is Rags?

It is ...

7. Speak about your friend.

8. Dramatize:

The girl on duty. Nick, show me your hanky, please.

Nick (puts his hand in his pocket). I am sorry it isn't clean today.

The girl on duty. What a shame! And your hands are dirty, too.

LESSON 18



Whose bag is this?
It is the teacher's.
It is **here.**

Whose bag is that?
It is Jane's.
It is **there.**





1. Do, ask and answer:

Jane, come here.
Whose notebook is that?
Where is Nick's notebook? Is it here or there?
Go there and bring me the notebook.
Now ask Nick to take the notebook.

Nick, please take off your coat.
Jack, take Nick's coat and come here.
Whose coat is this?
How many pockets are there on Nick's coat?
Is the coat heavy or light?
Nick, what is there in your pockets?
Now, Jack, give Nick his coat and say thank you.

2. Read:

Betty and Andy live in England. Betty is a schoolgirl. She is ten. Her brother Andy is eight. He goes to school, too. They live with their mother and father in London. Their mother and father are teachers. They work in a school.



Betty and Andy like to write letters. They want to have some Russian pen-friends.

Here is a letter to you from Betty.

Dear friends,

I am writing this letter from England. My name is Betty Smith, and I am ten. I have only one brother. His name is Andy. He is eight. We live in London and go to a very large school. There are many boys and girls in it.

My mother and father are teachers. They work in a school.

Here I want to write you about myself. I am tall, I have black hair and gray eyes. I like to read books and to play tennis. I can play tennis well.

My brother Andy is tall, too. He has black hair and brown eyes. He likes to read books and to play football.

I want to have Russian pen-friends. In my letters I can write you about English children and my school.

Now I want to write you about Minty and Dick. Minty is our family cat. It is white-and-black. It has green eyes, small white ears and a black nose. Dick is Andy's dog. Dick is a large black dog with long ears. Dick and Minty are very good friends. I can write you interesting stories about them if you like.

With best wishes,
Betty.

And answer:

What is Betty's letter about? (Say it in Russian.)

3. Speak about your family.

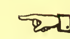
4. Read the letter again and write out all the words of the **Pen** Family.

LESSON 19

Whose toys are **these?**
They are **mine.**
They are here.







Whose toys are **those?**
They are **yours.**
They are there.

1. Do, ask and answer:

Come here, Nick.
Look at the coloured pencils in my hand.
Whose coloured pencils are these?
And whose coloured pencils are those?
Where are your coloured pencils?
Are they here on the table or there on your desk?
And where are my coloured pencils?

2. Read and dramatize the dialogue:

WHERE ARE ANN'S GLOVES?

(Ann is in the classroom. Helen comes in.)

Helen. Are your lessons over, Ann?
Ann. Yes, they are.
Helen. Let's go home then.
Ann. But you see, I cannot find my gloves. Please help me to find them, Helen. I want to go home with you.

(The girls look under the desks and in the desks. Helen finds a pair of gloves.)

Helen. Are these gloves yours, Ann?
Ann. Let me see. No, they are not mine.
Helen. Whose gloves are they, then?
Ann. I don't know. Put them on the table.

(Helen sees a pair of red gloves in Ann's bag.)

Helen. Come here, Ann. Look into your bag. Whose gloves are those, my dear?
Ann. Oh, yes, they are mine.
Helen. You are looking for your gloves here and there, and they are in your bag.
Ann. Thank you, Helen.
Helen. Thats' all right. Let's go now.

3. Write in the plural:

This notebook is mine. (These notebooks are mine.)
That story is interesting.
That hat is gray.
This paper doll is nice.

4. Learn by heart: **Little Birdie**



Little birdie, hopping gaily,
In the street I see you daily,
Hopping here and hopping there,
Pecking crumbs to take your nest;
Hopping here and hopping there,
You're the one I like the best.

LESSON 20



a cupboard



an arm-chair

1. Look, ask and answer:

This is a bedroom.
What is there in the bed-room?
Who is getting out of bed?
What is there near the door?
Whose bed is that?
Can you see a coat on the chair?
Whose coat is it?
What is there under the bed?



This is a kitchen.
What is there in the kitchen? Etc.





This is a living-room.
What is there in the living-room? Etc.

2. Read:

the 'other ↘room	in the ↗arm-chair
the 'other ↘bed	in the ↗cupboard
the 'other ↘notebook	in the ↘bedroom
the 'other ↘pencil	in the ↗bathroom

3. Read and answer:

Hullo, friends! I am here again to speak to you. Let's speak about our flats.

I live in Lenin Street in a big house. There are many flats in our house.

Where do you live?

Are there many flats in your house, too?

In our flat there is a living-room, a bedroom, a kitchen and a bathroom. In the living-room I do my lessons, read books, play chess with my father. I like to sit in the arm-chair when I read books or watch television.

There are two beds in the bedroom. One is mine, and the other is Lucy's. Lucy cannot make her bed well. I make mine and Lucy's.

Do you make your bed well?

In the bathroom there is cold and hot water. Before breakfast I like to wash in cold water. Lucy washes in warm water. I wash my face, hands, neck and feet in cold water every day.

Do you like to wash in cold water, too?

Do you wash your feet before you go to bed?

When do you clean your teeth?

Our kitchen is very clean. The cupboard, the table and the chairs are white. We often eat in the kitchen. In the cupboard there are bottles, plates, cups, glasses, forks, knives and spoons.

What is there in your cupboard?

We like our flat.

Do you like yours?

4. Spell the new words of the lesson.

5. Speak about your flat.

6. Write some sentences about your flat.

7. Read Exercise 3 and write out all the words of the **Nine** Family.

LESSON 21



This boy is **tall.**

Th s boy is **taller.**

1. Say:

small — smaller	thin — thinner
long — longer	thick — thicker, etc.

2. Point and say:

This stick is short, but that stick is shorter.
These pencils are long, but those are longer.
My picture is funny, but yours is funnier.
Your bag is old, but mine is older.
Nick's book is thick, but Kate's is thicker. Etc.

3. Look, ask and answer:

Ann and Kate, come here.
Show the children your hands.
Whose hands are cleaner: Jane's or Kate's?

Peter and Nick, stand up.
Who is taller: Peter or Nick? Etc.

4. Read:

'larger and ↘heavier	'bigger and ↘thicker
'smaller and ↘lighter	'thinner and ↘smaller

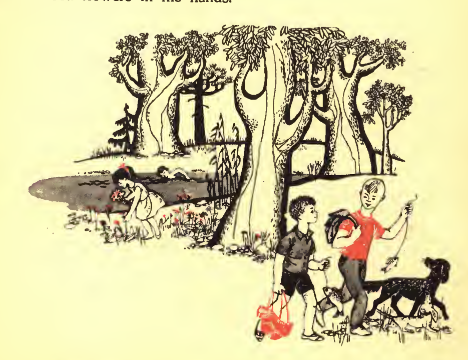
5. Read and look. Say which sentences are true.

Look at the picture. You can see two boys in it. They are our old friends. The boy on the left is Peter. And the boy on the right is Nick. Look at the boys. Peter is tall, but Nick is taller. The boys are walking home from the lake. They often go there to fish. They are carrying two bags in their hands. Nick's bag is larger and heavier. Peter and Nick have two fishes in their hands. The fishes are big, but Peter's fish is bigger.

There are two dogs in the picture — Peter's dog Rags and Nick's dog Topsy. The dogs are running after the boys.

There are two tall trees in the picture. The tree on the right is taller.

A girl is swimming in the lake. There are many flowers near the lake. A little boy is picking nice flowers. He has some blue, yellow and red flowers in his hands.



6. Copy and complete:

This house is big, but that house is ...
(This house is big, but that house is bigger.)
The paper in my notebook is thin, but the paper in your notebook is ...
This arm-chair is large, but that arm-chair is ...
The trees in the street are tall, but the trees in the park are ...
This flower is nice, but that flower is ...
Your schoolbag is heavy, but mine is ...

7. Learn by heart:

My Feet



by B. Jones

Without my shoes,
Without my socks
My feet know grass,
My feet know rocks.

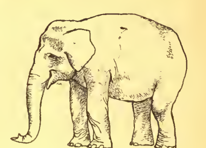
Grass in the field,
Rocks in the wood;
They both feel cool —
They both feel good!



LESSON 22



a giraffe



an elephant



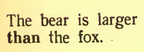
a donkey





a lion

a tiger



The bear is larger
than the fox.





1. Listen and say:

My book is thick, but yours is thicker.
(My book is thicker than yours.)
The bear is strong, but the elephant is stronger.
(The elephant is stronger than the bear.) Etc.
Nick is taller than Ann.
(Ann is shorter than Nick.)
Peter's bag is heavier than Nick's.
(Nick's bag is lighter than Peter's.) Etc.

2. Look, ask and answer:

These are a wolf and a tiger.
Is the wolf larger than the tiger?
Is it stronger than the tiger?
Whose coat is nicer: the wolf's or the tiger's?
What are the animals doing?
Is there any meat in the tiger's cage?
Is the tiger hungrier than the wolf?





These are an elephant and a donkey.
Is the donkey larger than the elephant?
Is the donkey stronger than the elephant?
Whose ears are longer: the elephant's or the donkey's?
And whose legs are thicker?
What are the animals doing?
Is there any grass near the donkey?
Is the donkey hungrier than the elephant?



These are a kangaroo and a giraffe.
Is the giraffe taller than the kangaroo?
Whose neck is longer: the giraffe's or the kangaroo's? Etc.



3. Read: 'stronger than the ↘wolf
'taller than the ↗kangaroo
'older than ↘Jack

4. Read and find the right answer:

What does the giraffe eat?
The giraffe eats meat.
The giraffe eats fish.
The giraffe eats grass.

What does the wolf eat?
The wolf eats fish.
The wolf eats grass.
The wolf eats meat.

What does the brown bear like?
The brown bear likes sugar.
The brown bear likes grass.
The brown bear likes milk.

What does the monkey like?
The monkey likes sweets.
The monkey likes salt.
The monkey likes bread and butter.

The lion is stronger than the bear.
The bear is stronger than the wolf.
Is the lion stronger than the wolf?
Yes, it is. The lion is stronger than the wolf.
No, it isn't. The lion is not stronger than the wolf.

Nick is taller than Mike.
Peter is taller than Nick.
Is Peter taller than Mike?
Yes, he is. Peter is taller than Mike.
No, he isn't. Peter is not taller than Mike.

Jane is older than Jack.
Jack is older than Lucy.
Is Jane older than Lucy?
Yes, she is. Jane is older than Lucy.
No, she isn't. Jane is not older than Lucy.

5. Spell the new words of the lesson.

6. Copy and complete:

The elephant is cleverer than the donkey.
Lucy's shoes ... cleaner ... Peter's.
This story ... longer ... that story.
Nick's pockets ... larger ... Jane's.
The ... is stronger than the ...
Grandfather ... ... Father.

LESSON 23

1. Ask and answer:

Show me the picture of your cousin.
What is his name?
How old is he?
Is he older than you?
What colour are his eyes?
What colour is his hair?
Is he a tall boy?
Who is taller: you or your cousin?

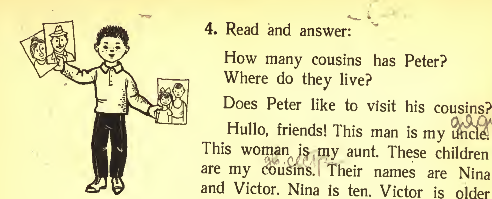
Now show us the picture of your uncle.
Is he your father's or your mother's brother?
Who is older: your father or your uncle?
Is your uncle a tall man? Etc.

Now show us a picture of your aunt.
Is she an old woman? Etc.

2. Speak about your cousin, aunt or uncle.

3. Read:

up	car	uncle	ice
us	colour	Victor	face
cut	carry	factory	nice
bus	cold	chocolate	Lucy
uncle	cousin	overcoat	pencil



4. Read and answer:

How many cousins has Peter?
Where do they live?

Does Peter like to visit his cousins?

Hullo, friends! This man is my uncle. This woman is my aunt. These children are my cousins. Their names are Nina and Victor. Nina is ten. Victor is older than Nina. He is thirteen. My uncle is my father's brother. He is older than my father.

My uncle and his family do not live in town. They live in a village. They live in a large village.

My uncle has a car. He often comes to town in his car and visits us. His family come with him. We visit my uncle, too. Sometimes Mother, Father, Lucy and I go there by bus. Sometimes my uncle takes us to the village in his car. My aunt and my cousins are glad to see us.

I often go to the lake with my cousins. The lake there is larger than the lake near our town. Victor can swim very well. He teaches me to swim. We like to make a fire and sit on the grass near it. Victor knows a lot of funny stories. I know some, too, but Victor's stories are funnier than mine.

5. Spell the new words of the lesson.

6. Put in *a* or *an*:

... arm-chair and ... cupboard. (An arm-chair and a cupboard.)
... aunt and ... uncle.
... old man and ... woman.
... tiger and ... elephant.

... eye and ... nose.
... English word and ... Russian word.
... question and ... answer.
... text and ... exercise.

7. Read Exercise 4 again and write out all the words with **c** as [k].

8. Dramatize:

— Who is that woman near the Teachers Room?
— Why, that is Ann's mother. She wants to see our teacher.
— Let's help her to find our teacher.

9. Learn by heart:

The Family

This is the mother so kind and dear,
This is the father so full of cheer,
This is the brother so strong and tall,
This is the sister who plays with her doll.






LESSON 24



This man
is **strong**.



This man
is **stronger**.



This man
is **the strongest**.

1. Ask and answer:

How many boxes are there on the table?
Point to the largest box.
Now point to the smallest box.
Put the smallest box behind the largest box.
Is the largest box the heaviest? Etc.

Is Jack strong?
Is Peter stronger than Jack?
Is Nick stronger than Peter?
Who is the strongest of the three?

2. Read:

the 'largest of ↘all
the 'funniest of ↘all
the 'longest of the ↘three
the 'shortest of the ↘three

3. Read and look:

THEY DRAW PICTURES

Nick, Peter and Mike are good friends. They like to draw very much. They often go to the wood or the lake to draw. Sometimes they draw in Peter's yard. The yard in front of Peter's house is large and green.

Now look at the boys' three pictures. They are the pictures of Peter's house.

In front of the house there is a tree and a bench. You can see an old man on the bench. The old man has a stick in his hand.

Now find Nick's picture.

In Nick's picture the house has small windows. The bench in his picture is long. The tree in front of the house is tall. The old man has no hat. His stick is thick and long.

The windows in Peter's picture are the largest of all. The tree in Peter's picture is taller, but the old man's stick is shorter than in Nick's picture. The man is wearing a hat.



In Mike's picture the windows of the house are larger than in Nick's picture, but smaller than in Peter's picture. The bench in Mike's picture is the longest of all, but the tree is the shortest. The old man's stick is the longest of the three. The hat on the old man is very funny. Mike's picture is the funniest of all.

And answer:

Whose picture is on the left?
Whose picture is on the right?
Whose picture is between the two?
Whose picture do you like best?

Write the answers in your notebook.

The picture on the left is ...	Mike's
The picture on the right is ...	Nick's
The picture between the two is ...	Peter's

4. Copy and complete. (Use the words *older, the oldest; newer, the newest.*)

Peter's grandfather is ... than his uncle.
His uncle is ... than his aunt.
Peter's grandfather is ... of the three.

Jane's overcoat is ... than Mary's.
Mary's overcoat is ... than Ann's.
Jane's overcoat is ... of the three.

LESSON 25

	the 1st the first	the 2nd the second	the 3rd the third
the 4th the fourth	the 5th the fifth	the 6th the sixth	the 7th the seventh

1. Ask and answer:

How many letters are there in the word *fox*?
What is the first letter in the word?
What is the second letter?
What is the third letter?

How many letters are there in the word *bear*?
What is the first letter? Etc.

Now ask Nick to write the words *fox*, *bear* and *elephant* on the blackboard.
Is the first word longer than the second word?
Is the third word the longest of the three?

2. Read:

big	nine	girl
thin	knife	shirt
thick	nice	dirty
fifth	mine	first
sixth	tiger	third

3. Read and answer: The first letter is **S.**
The fourth letter is **A.**
The fifth letter is **R.**
The third letter is **G.**
The second letter is **U.**
What is the word?

4. Read and find the right answer:

What animal is the largest?
The lion is the largest animal.
The elephant is the largest animal.
The kangaroo is the largest animal.
What animal is the heaviest?
The elephant is the heaviest animal.
The bear is the heaviest animal.
The donkey is the heaviest animal.
What animal has the longest neck?
The kangaroo has the longest neck.
The giraffe has the longest neck.
The wolf has the longest neck.
What animal is the strongest?
The lion is the strongest animal.
The elephant is the strongest animal.
The tiger is the strongest animal.
What animal has the longest ears?
The fox has the longest ears.
The monkey has the longest ears.
The donkey has the longest ears.
What animal has the longest legs?
The kangaroo has the longest legs.

The giraffe has the longest legs.
The donkey has the longest legs.
What animal is the cleverest?
The fox is the cleverest.
The elephant is the cleverest.
The monkey is the cleverest.

5. Speak about the animals at the Zoo.

6. Copy and complete:

How many letters are there in the word *arm-chair*?
What are they?
The second letter is ...
The sixth letter is ...
The first letter is ...
The eighth letter is ...
The third letter is ...
The fifth letter is ...
The seventh letter is ...
The fourth letter is ...

7. Make up sentences on these models:

The fox	is	smaller	than the wolf.
...	is	... er	than ...
My shoes	are	bigger	than yours.
...	are	... er	than ...

LESSON 26



1. Look, ask and answer:

Are there many children in the school hall?
Are the children having lessons?
Is there a New Year tree in the school hall?
What are the children doing?
Is the New Year tree beautiful?
Are there many toys on it?
How many lamps are there on it?
Are there many children near it?
Are they dancing?

Are the children glad to see Father Frost?

Is he wearing a warm overcoat?

What colour is his coat?

What is he carrying?

Is Father Frost giving the children presents?

Are there apples and sweets in his bag?



Are there dolls and toy animals in his bag?

2. Read Betty's second letter and answer the questions:

Where does Santa Claus put the presents?

What picture does Betty want to give her mother?

Dear friends,

We do not go to school now, we are having our winter holidays. English children like their winter holidays.

Santa Claus, the English Father Frost, brings the children Christmas trees and presents. Santa Claus is an old man, he is older than my grandfather. He puts the presents in the children's stockings.



On Christmas day Andy and I get up at 7 or 8 o'clock in the morning. We jump out of bed and run to the living-room. When we open the door of the living-room, we see a beautiful Christmas tree. There are many presents for us in our stockings: apples and sweets, books and toys. Then we go back to the bedroom to dress and make our beds.

Mother, Father, Grandfather, Aunt Jane and our cousin Jim give us some presents on Christmas day. We give them presents, too. This year I want to give Andy and Father some hankies. They are white and blue. And I want to give Mother my best picture. It is a picture of the largest park in London — Hyde Park.

On the first or the second day of our holidays we visit Aunt Jane and our cousin Jim.

With all good wishes for the New Year.
Yours,
Betty.

3. Make up sentences out of these words:

1) in, we, overcoats, wear, winter
(We wear overcoats in winter.)
2) dancing, the children, are
3) beautiful, our, is, New Year tree
4) brings, Father Frost, us, presents
5) toys, on, many, there are, the New Year tree

4. Say some sentences about your family. Write them in your notebook.

5. Make up sentences on these models:

This boy	is	the tallest of all.
...	is	the ...est of all.
Is	this letter	the longest of all?
Is	...	the ...est of all?

WORDS AND EXPRESSIONS

about
animal
apple
arm
arm-chair
ask
aunt
back
beautiful
bedroom
before
best
bus
clean
cold
cousin
cupboard
dance
dirty
donkey
ear
elephant
England
Father Frost
feet
fifth
find
finger
first
foot
get out of bed
giraffe
grass
guess
hair
hall
head
here
him
holidays
hot
if you like
kangaroo
know
lamp
left
leg
letter
lion
living-room
make a bed
man
mine
mouth
myself
neck
New Year
New Year tree
nose
other
over: The lesson is over.
pen-friend
play tennis
point to
present
to repeat
right
second
sometimes
spare
spell
stocking
strong
tall
teach
tell a story
than
that
them
there
these
thick
thin
third
those
tiger
town
uncle
us
village
visit
warm
What a shame!
whose
With best wishes.
woman
year
yours

LESSON 27

OCTOBER						
Sunday	Monday	Tuesday	Wed-nesday	Thurs-day	Friday	Saturday
●	●	●	●	●	●	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	●	●	●	●	●

1. Do and say:

Point to Monday in the calendar. (This is Monday.) Etc.

2. Ask and answer:

How many days are there in a week?
What day is the first?
What day is the second? Etc.

What do you do on Sunday?
What do you do on Monday?
Do you go to school on Monday?
Do you go to the cinema on Monday?
Do you have an English lesson on Tuesday? Etc.

3. Read: in the ↘calendar
after ↘Sunday

between 'Saturday and ↘Monday
'every 'Tuesday ↘morning

4. Read and find the right answer:

What day comes after Sunday?	Monday. Saturday. Thursday.
What day comes before Friday?	Tuesday. Thursday. Saturday.
What day comes between Saturday and Monday?	Wednesday. Friday. Sunday.

5. Copy and complete:
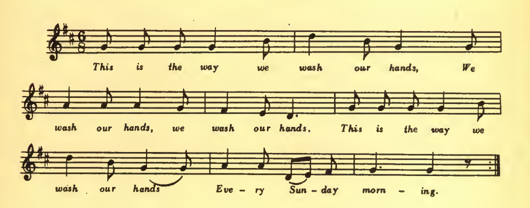
There are seven days in a week. What are they?
The first day is Sunday.
The second day is ...
The third day is ...
The fourth day is ...
The fifth day is ...
The sixth day is ...
The seventh day is ...

6. Are the sentences true? If not, put them in the negative.

The word *Monday* is longer than the word *Saturday*.
The word *Wednesday* is shorter than the word *Tuesday*.
The children go to school on Sunday.
We dance in our English lessons.
Father Frost is an old man.

7. Sing and show:

THIS IS THE WAY WE WASH ...



This is the way we wash our hands,
We wash our hands, we wash our hands.
This is the way we wash our hands
Every Sunday morning.

This is the way we wash our face,
We wash our face, we wash our face.
This is the way we wash our face
Every Monday morning.

This is the way we wash our arms,
We wash our arms, we wash our arms.
This is the way we wash our arms
Every Tuesday morning.

This is the way we wash our neck,
We wash our neck, we wash our neck.
This is the way we wash our neck
Every Wednesday morning.

This is the way we wash our ears,
We wash our ears, we wash our ears.
This is the way we wash our ears
Every Thursday morning.

This is the way we wash our hair,
We wash our hair, we wash our hair.
This is the way we wash our hair
Every Friday morning.

This is the way we wash our feet,
We wash our feet, we wash our feet.
This is the way we wash our feet
Every Saturday morning.

LESSON 28

21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four
25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight
		29 twenty-nine	30 thirty

1. Look, ask and answer:



Look at the clock!

Where is the large hand?
  It is at six.
Where is the small hand?
  It is between three and four.
What is the time?
  It is half past three.



Look at the clock!

Where is the large hand?
  It is at two.
Where is the small hand?
  It is between three and four.
What is the time?
  It is ten minutes past three.



Look at the clock!

Where is the large hand?
  It is at ten.
Where is the small hand?
  It is between three and four.
What is the time?
  It is ten minutes to four.

2. Do, ask and answer:

Please take the clock. Show us eight o'clock.
Where is the small hand?
Where is the large hand?
What is the time?
(It is eight o'clock.)

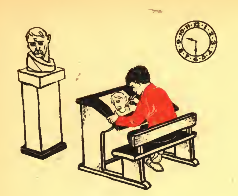
3. Read and look. Say which sentences are true.

In all the five pictures you can see your old friend Peter. In the first picture Peter is putting on a shirt. He is getting up. Look at the hands of the clock. The small hand of the clock is at seven. The large hand of the clock is at twelve. It is seven o'clock.





Look at the second picture. The small hand of the clock is between eight and nine. The large hand is at three. It is half past eight now. Peter is at the tram-stop. He is going to school.



Now look at the third picture. The small hand is between nine and ten. The large hand is at six. It is half past nine. Peter is in the classroom. He is at his desk. He is drawing the head of a man.



Look at the fourth picture. Peter is having dinner. He is cutting bread with a knife. It is five o'clock. The small hand is at six, and the large hand is at three.



Now look at the fifth picture. It is half past seven. The large hand is at six. The small hand is between six and seven. Peter is at home. He is sitting in an arm-chair in the living-room. He is reading a book.

4. Write in words:









LESSON 29

September

Monday 1	Reading				
	Singing				
	Arithmetic				
	Handwork				
Tuesday 2	Reading				
	Arithmetic				
	Drawing				
	Physical Training				

1. Ask and answer:

What lessons do you have on Monday?
How many lessons do you have on Monday?
What lessons do you have on Tuesday? Etc.
What time does the first lesson begin?
Do you come to school early in the morning?
What time does the second lesson begin? Etc.
What do you do in an Arithmetic lesson?
Do you count and do sums in an Arithmetic lesson?
What do you do in a Physical Training lesson?
Do you run and play in a Physical Training lesson?
What do you do in a Drawing lesson?
Do you draw animals? Etc.

2. Read:



in an A↘rithmetic lesson
in a ↘Drawing lesson
in a ↘Handwork lesson
in a ↘Singing lesson
in a 'Physical ↘Training lesson

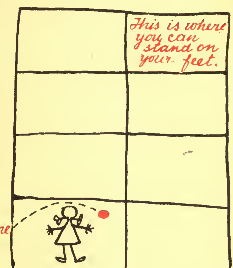
3. Read Betty's third letter and answer her questions.

Dear friends,

This is my third letter to you. It is eight o'clock in the evening now. Our family is in the living-room. Mother and Father are reading, Andy is doing his homework. He is doing his arithmetic sums. We go to school on Monday, Tuesday, Wednesday, Thursday and Friday. On Saturday and Sunday we do not go to school.

In school we have lessons in reading, writing, arithmetic, singing, drawing. I like lessons in physical training and drawing. When we have a break, all the children go to play outdoor games in the school playground. English children play football, tennis, hopscotch, badminton and other games.

Do you know what *hopscotch* is? It is a game.



This girl is playing hopscotch.

Do you play hopscotch?

I like to play hopscotch, and Andy likes to play badminton.

What lessons do you have in school and what games do you play?

With best wishes,
Betty.

4. Spell the new words of the lesson.

5. Copy and complete:

What lessons do you have today?
Today our first lesson is ...
The second lesson is ...
The third lesson is ...
The fourth lesson is ...

6. Read Exercise 3 again and write out all the words with **th** as [θ].

LESSON 30

40 forty	50 fifty	60 sixty	
70 seventy	80 eighty	90 ninety	100 one hundred

How much is twenty-one plus thirty? It is fifty-one.
Which is larger: fifty or fifteen? Fifty is.

1. Ask and do:

Nick, count from one to ten.
Peter, count from ten to twenty.
Ann, count from twenty to thirty. Etc.

2. Do, ask and answer:

Open the book at page twenty-eight.
Count the pictures on the page.
How many pictures are there?
Now open the book at page seventy-eight.
Count the words in Exercise 3.
How many words are there?

3. Do the sums:

40 + 20 =
forty plus twenty is ...

90 — 10 =
ninety minus ten is ...

33 + 51 =
70 — 60 =
75 + 25 =

4. Ask and answer:

Which is larger: thirteen or thirty? (Thirty is larger.)
Which is smaller: seventeen or seventy? Etc.

5. Read:

'fifty minus 'thirty-↘one
'forty-'three plus ↘five
'fif'teen plus 'sixty-↘seven
'one 'hundred minus 'eighty-↘four

6. Read and find the right answer:

How much is eighty-five plus seven?
Eighty-five plus seven is ninety-five.
Eighty-five plus seven is ninety-two.
How much is forty-three plus thirty-eight?
Forty-three plus thirty-eight is seventy-one.
Forty-three plus thirty-eight is eighty-one.
How much is one hundred minus fifty-six?
One hundred minus fifty-six is forty-six.
One hundred minus fifty-six is forty-four.
How much is twenty-eight minus fifteen?
Twenty-eight minus fifteen is thirteen.
Twenty-eight minus fifteen is seventeen.
Which is later: twenty-three minutes to twelve or twenty-three minutes to eleven?
Twenty-three minutes to twelve is later than twenty-three minutes to eleven.
Twenty-three minutes to eleven is later than twenty-three minutes to twelve.
Which is earlier: half past six or half past seven?
Half past six is earlier than half past seven.
Half past seven is earlier than half past six.

7. Write in words: $33+26=59$
$81-63=18$
$74+5=79$

8. Learn by heart:

How Many?

by C. G. Rossetti

How many seconds in a minute?
Sixty and no more in it.
How many minutes in an hour?
Sixty for sun and flower.
How many hours in a day?
Twenty-four for work and play.
How many months in a year?
Twelve the calendar makes clear.

LESSON 31



1. Look, ask and answer:

Is it winter?
Is it cold?
What are the children wearing?
What are they doing?
Is the snowman funny?
Which is taller: the boy on the left or the boy on the right?
Is the girl making arms for the snowman?
Is the small boy making the snowman or the snowball?
What is he making?
Are the two boys skiing down the hill?
Which is older: the boy in front or the boy behind? Etc.



2. Speak about winter.

3. Read:

my	hanky	yes
by	happy	you
cry	dirty	your
try	twenty	yard
why	quickly	year

4. Read and find the right answer:

Why do you like winter?

Because in winter we can skate and ski.
Because in winter we can go to the wood to pick flowers.
Because in winter we can go to the lake to swim.

Why do you wear an overcoat, a warm hat and a pair of gloves in winter?

Because it is cold in winter.
Because it is hot in winter.

5. Spell the new words of the lesson.

6. Copy and complete:

The dog is eating the meat quickly because it is ... (happy, hungry)
I cannot carry the snowball because it is ... (heavy, light)
We cannot skate here because the ice is ... (thick, thin)
I clean my shoes because they are ... (clean, dirty)
The tea tastes good because there is a lot of ... in it. (sugar, salt)
We don't wear overcoats and warm hats in summer because it is ... in summer. (hot, cold)



LESSON 32

Where was the cat?
It was behind the cupboard.

1. Do and say, ask and answer:

Nick, where is your hanky?
Take it out of your pocket.
Now put it in your bag.
Where is your hanky now?
Where was it before?

Whose box of coloured pencils is that?
Take all the pencils out of the box.
Put the pencils near the box.
Where are the pencils now?
Where were the pencils before?

2. Read:

THEY LIKE TO DRAW ANIMALS

Mike. Hullo, Henry!

Henry. Hullo, Mike!

Mike. What's that in your hand?

Henry. These are pictures of animals. You know I like to draw animals.

Mike. Show me the pictures, Henry.

Henry. These are my father's pictures. And these are mine. My father likes to draw animals, too. He teaches me to draw them. On Sunday we were at the Zoo.

Mike. Oh, I see your father can draw very well. And your pictures are good, too.

Henry. This is a picture of an elephant. This elephant is from India. He is very clever and strong.

Mike. Oh, I know the elephant. I was at the Zoo on Sunday, too. I was there with Peter and Nick. Have you a picture of the monkeys? They are so funny.

Henry. No. When we were at the Zoo, the monkeys were not in the cage because it was very cold. They were in their house.

Mike. I like your father's pictures of the lion and the tiger best. Their coats are beautiful.

Henry. I like them, too.

Mike. Do you often go to the Zoo with your father?

Henry. Yes, we go there every Sunday.

Mike. May I go there with you, Henry? And can you ask your father to teach me to draw?

Henry. Yes, I can speak to him about you.
Mike. Thank you, Henry.

Ask and answer:

Does Henry's father draw well?
Does he teach Henry to draw?
Where were they on Sunday? Etc.

3. Copy and complete. (Use *was* or *were.*)

The children ... at the Zoo on Sunday.
The monkeys ... not in the cage, because it ... cold outdoors.
Henry's pictures of animals ... nice.
We ... not in the playground. We ... at home.
Tom ... not in school, because he ... ill.
Betty's first letter ... shorter than her second letter.

4. Are the sentences true? If not, put them in the negative.

Schoolchildren do sums in their Singing lessons.
They write English in their Arithmetic lessons.
They sing in their Handwork lessons.
They jump and run in their Physical Training lessons.

LESSON 33

Was Tom at home at seven o'clock? Yes, **he was.**
Were the children at home at twelve o'clock? No, **they weren't.**

1. Look, ask and answer:

Where was Tom yesterday?



In bed



In the kitchen





In school

At home







In the playground



At home again

Was Tom in bed at 7 o'clock?
Was Tom in the kitchen at 8 o'clock?
Where was Tom at 9 o'clock? Etc.

2. Read and answer:

MARY

Mary is a schoolgirl. She is eight. She goes to school every morning. Her lessons begin at nine. She comes home at one o'clock.

Where was she at eleven o'clock yesterday?
Was she at home or in school at eleven o'clock?

Mary comes home from school at one o'clock. She has dinner at half past one. Yesterday Mary was in school from nine till two o'clock. She was at home at half past two.

Was she late for dinner?
Was she very hungry?

Mary has a grandmother. Mary goes to see her grandmother on Mondays, Wednesdays, Fridays and Sundays. Yesterday was Tuesday.

Was Mary at her grandmother's yesterday?

Mary has a lot of friends. But her best friend is Kate. Yesterday Kate was ill. She was not in school. She was in bed. Mary was at Kate's after school.

Was Kate glad to see Mary?

Kate and Mary like to play badminton. They often play badminton in the school playground.

Were they in the school playground yesterday?

3. Make up questions and write them in your notebook:

Peter's family was in the village on Sunday.
(Was Peter's family in the village on Sunday?)
I was at my friend's yesterday.
Victor's stories were the funniest.
We were late for dinner yesterday.
You were early for school on Tuesday.

4. Dramatize:

— I cannot find my book. It was on my desk. Where is it?
— Look, there's a book over there. Is it yours?
— No, it isn't. Mine has a brown cover.
— Oh, then this book is yours.
— Yes, thank you.
— That's all right.

LESSON 34



There was some meat on the plate.
Where is it?



a piece of paper

1. Do, ask and answer:

Is there a lot of bread on the plate?
Put the bread on that piece of paper.
Is there any bread on the plate now?
Was there any bread on the plate before?

How many pieces of chalk are there in the box?
Take the biggest piece out of the box.
How many pieces of chalk are there in the box now?
How many pieces of chalk were there before?

2. Read:

the 'old 'gray ↘mouse
'very 'big ↘teeth
'large 'green ↘eyes



3. Read:

MINNY'S VISIT TO TOWN

(A Tale)

читать и переводить.

One day Minny, a field mouse, comes to her friend. Her friend, an old gray mouse, asks her to sit down at the table and have some tea. She puts two cups of tea and some bread on the table.

"Oh," says the old gray mouse. "I have no sugar to put in our tea and no cheese and butter to eat with our bread. They say, in town a mouse has a lot of good things to eat. But here in the fields we are very poor."

"Yes, dear, we are poor," says Minny. "But you know, I was at my cousin's. She lives in a big town. I was there in winter. There was a lot of meat, butter, cheese and sugar on the shelf in her house. And there were many boxes of sweets and chocolates, too. But when we were in the kitchen, there was some

noise behind the door. My cousin and I were afraid because in the house there was a big animal with large green eyes, a big mouth and very big teeth."

"I know, my dear, that was a cat. I am afraid of cats myself," says the old gray mouse.

"Yes, that was a cat," says Minny. "You see, my dear, they have a lot of good things to eat, but they are afraid of that animal. It is better to have only bread and tea than to live in fear. I don't want to go there again."

And answer:

Why was Minny afraid when she was at her cousin's?
Is Minny's cousin poor?
Why doesn't Minny like to live in town?

4. Retell the story.

5. Copy and complete. (Use *are* or *is*.)

There ... two books on my desk.
There ... many small pictures in the books.
There ... a piece of paper between my books.
... there a picture of a mouse in your book?
No, there ... not. There ... pictures of other animals.

6. Write the first three sentences of Exercise 5 again. (Use *was*, *were* instead of *is*, *are*.)

7. Read Exercise 3 again and write out all the words of the **Green** Family.

8. Learn by heart:

The Kitchen Mouse

by J. Miller

Up the stairs and down the stairs,
He runs all round the house.
He eats the cheese on the kitchen shelf,
That gray and funny mouse.
He is too quick for the old black cat,
And runs to his hole to hide.
The old black cat cannot catch him there;
He can only wait outside.



LESSON 35

1. Make up questions and answer them:

What is the weather like?
What was the weather like?

Is Was	it	cold warm fine windy snowing raining	today? yesterday? on Monday?

2. Read:

count	now	**where**
house	how	**when**
mouth	town	**what**
trousers	brown	**which**
ground	flower	**white**
mouse		**why**

3. Read and look. Say which sentences are true.

What was the weather like on Monday and Saturday?

On Monday the weather was bad. It was raining. It was not windy. But it was very cold outdoors. It was colder than on Saturday. It was not fine on Monday. There were no children outdoors. There was a lot of white snow on the houses, on the trees and the ground.

On Saturday the weather was fine. It was very warm. It was warmer than on Monday. There were many children outdoors on Saturday. There was no wind. It was snowing on Saturday.



On Monday



On Saturday

4. Speak about yesterday's weather.

5. Spell the new words of the lesson.

6. Copy and complete. (Use *am, is, are, was, were.*)

I ... a schoolgirl. I have a friend. Her name ... Kate. She ... a schoolgirl, too. We ... good friends. We go to school every day. But yesterday we ... not in school, because it ... Sunday. We ... at my aunt's yesterday. My aunt ... an old woman. She ... sixty-one now.

7. Are the sentences true? If not, put them in the negative.

It was raining yesterday.
It was warm on Sunday.
It is colder in autumn than in winter.
It is snowing now.

8. Learn by heart:



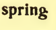
Rain

by R. L. Stevenson

The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here,
And on the ships at sea.

LESSON 36





spring



summer



autumn



winter

1. Ask and answer:

When is it warmer, in spring or in winter?
When is it hotter, in summer or in spring?
When is it colder, in spring or in autumn?
When are the days longer, in spring or in winter?
When are the nights shorter, in summer or in winter?
Which are longer, the days in winter or the days in spring?
When are the nights the shortest?
When are the days the shortest?
How many months are there in a year?
(There are twelve months in a year.)
What are they?
(They are January, February, March, April, May, June, July, August, September, October, November, December.)

2. Point and say:

Look at the calendar. Point to March, August, etc.
How many days are there in July?
How many days are there in February? Etc.
Is January in spring or in winter? Etc.

3. Read. Betty's fourth letter and answer her questions.

Dear friends,

Today is a cold day here in London. There is snow on the ground, and all is white. January is a winter month. In England winter begins in December. In February it sometimes rains. In March we see some flowers and we say, "Spring is coming." In spring the days are longer. It is warm, but it is not hot. Three months after that summer begins. In summer there are many flowers. It is hot. We like to swim in summer. It sometimes rains, but the rain is warm in summer. The weather is colder in October. It is autumn. In October there is often fog in London. Sometimes you cannot see a man or a car near you in the street.

I like the month of May very much. I like this month because my birthday is in May. I like it because it is nice and warm outdoors. In May we do not wear our warm overcoats and hats. There are many flowers in May.

When is your birthday? And what month do you like?

Do you go to your school by bus, too? What colour are the buses in your town? The buses in London are red.

With best wishes, Betty.

4. Spell the new words of the lesson.

5. Write the names of these months:

A month with much snow. (February)
The first month of the year.
The eleventh month of the year.
The month between October and August.
A month with thirty-one days.
A month with twenty-eight days.
The month after March.
The twelfth month of the year.

6. Make up sentences on these models:

My friend	was	at his uncle's	yesterday.
...	was	...	yesterday.
...	were	...	yesterday.

Were	you	in school	on Monday?	
Were	...	...	on	... ?
Was	...	...	on	... ?

7. Learn by heart:

Spring is green,
Summer is bright,
Autumn is yellow,
Winter is white.

LESSON 37

I walk to school every day.
I walked to school yesterday.

do — **did**	have — **had**



1. Look and say.
Say what Jane did yesterday.

It was seven o'clock when Jane jumped out of bed.

At five minutes past seven she cleaned her teeth and washed her face and neck with cold water.





Then she did morning exercises.

Then she dressed and did her hair.





It was eight o'clock when she had breakfast. The breakfast tasted good.



At nine o'clock Mother asked Jane to help her in the kitchen. Jane helped Mother. She washed up.

Mother thanked Jane and asked her to go and buy some bread, butter and cheese..

It was four o'clock in the afternoon when Jane played snowballs with her friends in the yard. There were many girls in the yard.



At six o'clock Jane was at home. She watched television. They showed a very funny film. She liked the film and laughed at the funny man.





At ten o'clock she wanted to sleep. And at half past ten she was in bed.

2. Listen and say:

I jump out of bed at seven o'clock every day.
(I jumped out of bed at seven o'clock yesterday.)
I clean my teeth every day.
(I cleaned my teeth yesterday.)
I wash my face with cold water every evening. Etc.

3. Look at the pictures and say again what Jane did yesterday. Cover the text with a piece of paper.

4. Say what you did yesterday. (Use the words *jumped, did, cleaned, washed, dressed, had, played, watched, laughed, danced, wanted, was, were.*)

5. Read:

looked	**walked**	**played**	**wanted**
stopped	**watched**	**skied**	**tasted**
asked	**helped**	**showed**	**visited**
laughed	**liked**	**cleaned**	**pointed**

6. Read and answer:

THE WOOD IN WINTER

How beautiful it is in the wood in winter! At this time of the year there is some snow on the trees and there is much snow on the ground. The snow is white and clean.

Is there a wood near your town?
Is it beautiful there in winter?

During the winter holidays Peter visited his cousin Victor One day Peter and Victor skied in the wood. The weather was fine. The wood was very beautiful. The boys had bags on their

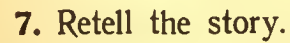
backs. There was some bread and meat in their bags. The boys skied down the hills in the wood.



Was the weather cold and windy?
Were their bags very heavy?

On their way back to the village, Victor stopped Peter and pointed to a tall tree. Peter looked at the tree. There was a small squirrel there. It had a nice gray coat and clever black eyes. The squirrel looked at the boys with interest. The boys looked at the animal and laughed because it was so funny.

Where was the squirrel?
Was it nice and funny?



7. Retell the story.

8. Complete the sentences:

I do my lessons after school.
Yesterday after school I ... my lessons, too.
We count in Arithmetic lessons.
Yesterday in the Arithmetic lesson we ..., too.
I don't go by tram, I walk home from school.
Yesterday I ... home, too.
I like to have some milk for breakfast.
Yesterday morning I ... some milk, too.

9. Read Exercise 6 again and write out all the words of the **Ball** Family.

LESSON 38

Did Jane **play** snowballs yesterday? Yes, she **did.**
Did she **skate** yesterday? No, she **didn't.**

1. Look, ask and answer. (Look at the pictures on pages 111—113.)

2. Ask and answer:

What time do you have your breakfast every day?
What time did you have breakfast this morning?
Do you wash your neck every morning?
Did you wash your neck yesterday morning?
Did you wash it in cold or hot water?
Do you do morning exercises every day?
Did you do morning exercises yesterday? Etc.

3. Read:

car	**day**	'this ↘evening
jar	**gray**	'this ↗morning
arm	**May**	'every ↗morning
March	**way**	'yesterday ↗morning
party	**stay**	'yesterday 'after↘noon

4. Read:

TWO FRIENDS MEET

Nick. Hullo, Mike! Glad to see you.
Mike. Hullo, Nick! Why didn't you come to watch television yesterday evening?

Nick. I am sorry I didn't come. I was at my cousin's birthday party.

Mike. Oh, I see. Did you have a lot of fun there?

Nick. Yes. There were many children. We played games and danced. And did you watch television yesterday?

Mike. Yes, I did. They showed an interesting film about animals. The bears played with a ball, the donkey danced, and the elephant carried four monkeys on his back. It was funny, and I laughed.

Nick. I am sorry I didn't see the film. Did you ski yesterday?

Mike. No, I didn't go out yesterday because Mother asked me to stay at home with my sister. She was ill.

Nick. Is she better now?

Mike. Yes, she is better today.

Nick. Can you go out this evening?

Mike. Yes, I can.

Nick. Let's go to ski down the hills this evening.

Mike. All right. Let's.

Ask and answer:

Did Nick watch television yesterday?
Where was Nick yesterday?
Did Nick have a lot of fun there? Etc.

5. Make up questions and write them in your notebook:

She danced much at the birthday party.
(Did she dance much at the birthday party?)
We worked well in our Handwork lesson.

He skied down the hill yesterday.
They skated on the lake in the morning.
My uncle and aunt lived here in summer.

6. Learn by heart:



The Snowbird

The ground was all covered
    With snow one day,
And two little sisters
    Were busy at play.
A snowbird was sitting
    On a very tall tree
And merrily singing
    His chickadee-dee —
Chickadee-dee, chickadee-dee,
    And merrily singing
His chickadee-dee!

LESSON 39

go — **went**	take — **took**	give — **gave**
put — **put**	come — **came**	eat — **ate**

1. Ask, do and say:

Ask Nick to go to the cupboard.
(I am going to the cupboard.)
Ask him to open it.
(I am opening it.)
Ask Nick to take two bottles of ink out of the cupboard.
(I am taking two bottles of ink out of the cupboard.)
Ask him to give you one bottle of ink.
(I am giving you one bottle of ink.)
Ask him to put the other bottle back.
(I am putting the other bottle back.)

And answer:

What did Nick do first?	(First he went to the cupboard, he opened it.)
What did he do then?	(Then he took two bottles of ink out of the cupboard.)
Did he give you a bottle?	(Yes, he did.)
What else did he do?	(He put the other bottle back.)

2. Read:

LUCY TASTES JAM



One day Lucy opened the cupboard in the kitchen. She was not hungry, but she wanted some jam.

Lucy looked at the jars in the cupboard. There were many jars there. She counted them. "One, two, three, four, five. There are five jars. But which is the jar of jam?"

Lucy put her finger in the first jar. Then she put the finger in her mouth. "Oh! it tastes bad!" There was salt in the jar.

She put her finger in the second jar and put it in her mouth again. "Oh, it tastes very bad, too. Is it coffee?"

In the third jar there was sugar. In the fourth jar there was butter. She did not want any butter. She put her finger in the fifth jar. "Oh, this is jam!" She tasted it. "It tastes very good. I want some jam."

She ate some jam and put the jar back in the cupboard. Then the door of the kitchen opened, and Peter came in.

"Lucy, look at your hands and face. What is that?" asked Peter.

"I don't know."

"But I know. It is jam. Now go and show Mother your dirty face and hands."

Ask and answer:

Why did Lucy open the cupboard?
How many jars were there in the cupboard?
Which was the jar of jam?
What was there in the first jar? Etc.

3. Spell the new words of the lesson.

4. Say in the negative:
I closed the door.
(I didn't close the door.)
I went to school by bus.
I ate some jam this morning.
Mother gave me some chocolate.
He came here yesterday.

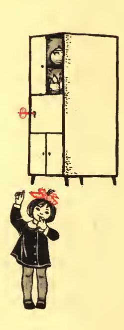
5. Learn by heart:

The Cupboard

I know a little cupboard,
With a very little key,
And there's a jar of lollipops
For me, me, me.

It has a little shelf, my dear,
As dark as dark can be,
And there's a plate of tasty cakes
For me, me, me.

And when I'm very good, my dear,
As good as good can be,
There's a tasty cake, and lollipops
For me, me, me.



LESSON 40

stand — **stood**	sit — **sat**	bring — **brought**
say — **said**		can — **could**

1. Ask, do and say:

Ask Ann to stand up.
(Ann, stand up, please.)
(I am standing up.)
Now ask her to sit between Nick and Kate.
(Please sit between Nick and Kate.)
(I am sitting between Nick and Kate now.)
Ask Ann to take Kate's coloured pencils.
Now ask her to bring you the blue pencil.
Thank Ann.

And answer:

What did Ann do first?
What did she do then?
Whose coloured pencils did Ann take?
What else did she do?
How many pencils did she bring you?
Did you thank her?
What did you say?

2. Read and answer:

Did the crane like the fox's dinner?
Why did the crane put the little fishes in tall jars?

THE FOX AND THE CRANE

(*A Tale*)



The fox and the crane were very good friends.

"Your long legs and bill are very nice," said the fox.

"Thank you, Mr. Fox," said the crane. "I like your coat very much. It is beautiful, red and thick."

The fox was glad, and he said, "Come and have dinner with me now, Mrs. Crane."

"Thank you," said the crane and went to the fox's house.

The dinner was very good — for the fox. He liked soup, and there was good soup for dinner. But the soup was in two large plates. The crane had very little soup because her bill was very long and thin.

"Did you like my dinner? Did the soup taste good?" asked the fox and laughed.

The crane wanted to teach the fox a lesson, and she said, "Dear Mr. Fox, come and have supper with me today."

"All right!" said the fox.

When the fox came to the crane's house, he was hungry. He sat down at the table. The crane brought two tall jars with little

fishes. The crane had fish for supper. The fox liked fish. But the fishes were in the tall jars.

"Have some fish. Those little fishes taste very good," said the crane.

The fox looked at the fishes with hungry eyes, but he could not take the fishes.

"Did you like the supper, Mr. Fox? Did the fishes taste good?" asked the crane after supper.

The fox went home hungry.

3. Retell the story.

4. Copy and complete:

He puts on his hat and overcoat when he goes out, and he takes them off when he comes in.
Yesterday he ...

They give my cousin interesting books to read.
Yesterday they ...

I bring Grandfather a paper, and he sits down to read it.
Yesterday I ...

5. Read Exercise 2 again and write out all the words of the **Take** Family.

LESSON 41

1. Ask, do and say:

Ask Nick to take a piece of paper out of his bag.
(Please take a piece of paper out of your bag.)
(I am taking a piece of paper out of my bag.)
Ask Nick to stand in front of the class.
Ask him to drop the piece of paper on the floor.
Now ask him to pick up the piece of paper.
Thank Nick.

And answer:

What did Nick do first?
What did he do then?
Did he drop the piece of paper?
Did he drop it on the floor?
What else did he do?
Did you thank him?

2. Read:

their 'father's 'old ↘shirts
their 'mother's 'old ↘dress
the 'girls in 'old ↘dresses

the 'boy in his 'father's ↘coat

3. Read:

One day Peter's mother and father were not at home. Only Peter, his sister Lucy and her friend Nina were in the house. They took a large box and opened it. There were some old dresses, hats and shoes in it. They were their mother's dresses, hats and

shoes. Then they opened a second box. There were their father's old trousers, coats, shirts and shoes.

Peter picked up an old gray hat. It was his father's old hat. Peter put it on. Then he put on an old black coat and a pair of green trousers. The trousers were very large, and Peter looked funny. Lucy picked up an old red dress. It was her mother's old dress. She put it on. Nina put on an old dress, too. The dresses were very long. The girls put on old shoes and hats and walked in the room. The children played a good game. Peter was Father, Lucy was Mother, and Nina was Aunt Mary.

The door opened. Peter's mother and father stood at the door. They did not want to laugh, but they laughed because the children were very funny in those large dresses, trousers and shoes.

Draw Peter in his father's trousers and coat, and draw the girls in the old dresses.

4. Look at your picture and retell the story.

5. Copy and complete. (Use the words *behind, between, under, in front of, out of.*)

There is a nice garden ... the house.
The girl is taking her hanky ... her pocket.
The little boy is sitting on a bench ... his grandfather and grandmother.
There is a dog ... the bench.
There is a tree ... the bench.

6. Dramatize:

— Nick, you are making so much noise. What are you doing there under your desk?
— I'm sorry. I've dropped my notebooks. I'm picking them up.

LESSON 42

draw — **drew**	write — **wrote**	speak — **spoke**	read — **read**

1. Ask, do and say:

Ask Ann to draw an elephant on the blackboard.
(Please draw an elephant on the blackboard, Ann.)
(I am drawing an elephant.)
Now ask her to write the word *elephant* under the picture.
Ask Ann to spell the word.
Now ask her to count the letters in it.
Ask Ann to read the word.
Ask her to sound the letters in the word.
Now ask her to count the sounds.
Ask Ann to clean the blackboard.

And answer:

What did Ann do first?
What did she do then?
What did she write under the picture?
Did she count the letters in the word *elephant*? Etc.

2. Read:

box	close	count	book
pocket	nose	ground	wood
sorry	those	mouse	foot
coffee	wrote	out	took
bottle	spoke	loud	stood

'work in ↘pairs
'read ↘silently
'read out ↘loud

during the ↘break
during the ↘lesson
during the 'winter ↘holidays

3. Read and answer:



Hullo, friends!

Let's speak about our English lessons.

In our school we have four English lessons every week. We have them on Tuesday, Wednesday, Friday and Saturday.

Yesterday was Tuesday, and we had our English lesson.

First our teacher Nina Ivanovna asked us about our winter holidays. Then she said, "Now work in pairs. Don't make so much noise!" I spoke with my friend Nick. I asked him about his winter holidays, and he asked me about mine.

Then Ann and Kate spoke before the class. They spoke very well, and the teacher gave them *fives*.

Do you work in pairs during your English lessons?

During our lesson we wrote some words and sentences in our notebooks. The teacher asked me to write the word ***pick*** on the blackboard. Then she said, "Peter, which family does the word belong to?" I answered, "It belongs to the **Big** Family."

Do you write the new words in your notebooks, too?

Then we read silently the story about Peter, Lucy and her friend Nina. The teacher said, "Now draw Peter in his father's trousers and coat, and draw the girls in the old dresses." We gave the teacher our pictures. "Whose picture is the best? "asked the teacher. We all said, "Henry's picture is the best."

Do you read much during your lessons?
Do you like to read silently or out loud?
Do you often draw in your English lessons?

Then the teacher said, "Break!" And we all went out of the classroom. Nick and I spoke English during the break. We often speak English during our breaks.

Do you like to speak English during your breaks?
What did you do in your English lesson yesterday?

4. Speak about your English lessons.

5. Write the answers:

Why did the teacher give Ann *five*?
What word did Peter write on the blackboard?
Did the children read silently or out loud?
What did the children draw?
Whose picture was the best?

LESSON 43

buy — **bought** pay — **paid**

1. Read and dramatize:

IN A SHOP

Jane. I need a new pair of shoes, Mum. Mine are very old.

Mother. All right, dear. Let's go to the shop and buy you a new pair of shoes.

(Mother and Jane put on their overcoats and go out of the house. They go into the nearest shop. The shop-girl comes to them.)

Shop-girl. What can I do for you?

Mother. We want a pair of shoes.

Shop-girl. These are very nice brown shoes.

(Jane sits down and puts the shoes on.)

Jane. Oh, they are too big for me, Mum, and I don't like the colour. I like bright colours.

Mother. Please show us those shoes on the left.

(Mother points to a pair of bright red shoes on the shelf.)

Shop-girl. These are smaller and brighter. Put them on, please.

Jane. Let's buy this pair, Mum.

Mother. How much are they?

Shop-girl. Ten roubles.

(Mother pays ten roubles, and they go out of the shop. Jane carries the box of shoes under her arm. She is happy.)

Ask and answer:

What did Jane need?
Did Jane put on an overcoat? Etc.

2. Spell the new words of the lesson.

3. Complete the sentences:

Every afternoon I help Mother. Mother gives me three roubles and asks me to buy some bread, butter, cheese, sugar and milk. I take Mother's bag and go to the shop.

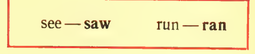
Yesterday I ... Mother, too. Mother ... me to buy some bread, coffee and some salt. She ... me one rouble. I ... Mother's bag and ... to the shop. In the shop I ... some bread, coffee and salt. I ... the shop-girl one rouble.

4. Learn by heart:

There was an old woman who lived in a shoe.
She had so many children she didn't know what to do.
She gave them some soup without any bread,
And beat them all soundly and sent them to bed.



LESSON 44



swim — **swam** wear — **wore**



looked out of
saw
wanted to play

1. Look at the pictures and tell the story about the boy.

Ask and answer:

Where was Nick?
Did he look out of the window?
Who did he see?
Did he want to play? Etc.



played football
ran
jumped
hot
wore



went to the lake
took off
jumped into
swam
cold water
had fun

was ill
stayed in bed
sat



came to see
gave
a book of stories
read
thanked



2. Read:

THE ELEPHANT AND THE MONKEY

(A Tale)



One day an elephant said to a monkey:

"Look how big and strong I am! I can carry a very heavy tree. I am glad I am strong."

"Look how quick I am! I can run quickly, and I can go up a tree very quickly!" said the monkey. "And I am glad I am quick."

But which is better: a strong animal or a quick animal? They did not know.

"The old owl is very clever. Let's go to her and ask her about it," said the monkey.

They went to the old owl, and the elephant said, "The monkey is quick. But I am strong. Which is better?"

The owl said, "Do you see that big tree? There is a nut on

it. Who can bring it here? Go and pick the nut and bring it to me."

The elephant and the monkey ran to the tree. But on their way they came to a river. The monkey was afraid to swim.

"I can carry you," said the elephant. "I am big and strong."

The monkey sat down on the elephant's back, and the elephant swam. When they came to the tree, they saw it was very tall. The elephant wanted to pick the nut, but he could not, because the tree was too tall.

"I can go up the tree," said the monkey and went up the tree. Then the monkey picked the nut. The elephant put the nut in his mouth. Then they swam back to the owl and gave her the nut.

"Now Mrs. Owl, which is better: a strong animal or a quick animal?"

The owl looked at them and said, "I don't know which is better."

And answer·

Why couldn't the owl answer their question?
(Say it in Russian.)

3. Retell the story.

4. Spell the new words of the lesson.

5. Read Exercise 2 again and write out all the words of the **Now** Family.

LESSON 45

sing — **sang**	make — **made**

1. Read and dramatize:

A BIRTHDAY PRESENT

(Kate is ten today. She asked her friends to come to her birthday party. Jane comes first.)

Jane. Hullo, Kate! Happy birthday!

Kate. Glad to see you.

(Jane gives Kate a box of sweets and a book of stories.)

Kate. Thank you, Jane.

(Kate opens the book.)

Oh, there are so many interesting stories in it!

(The door opens. Peter and Nick come in. They are carrying a large box.)

Nick. Hullo, girls!

Peter. Hullo, Kate! Hullo, Jane! This is a birthday present for you, Kate. Can you guess what is in the box?

Kate. Is it a toy?

Nick. No, it isn't.

Kate. I don't know what it is.

Jane. How very interesting!

Peter. Then open the box.

(Kate opens the box and sees a cat. The children laugh. Kate claps her hands.)

Kate. Oh, what a nice Pussy! Is it mine now?

Nick. Yes, it is yours, Kate.

Kate. I am so happy I have a cat now.

Jane. It is nice and small. It has a thick gray coat and green eyes.

Kate. Pussy, jump out and have fun with us!

(The cat looks at the children but does not jump out.)

Nick. We are making so much noise, and the cat doesn't like it. It is afraid of us.

Kate. Let's take the cat to the kitchen.

(The children carry the cat and the box to the kitchen and come back.)

Kate. Now let's have some tea. Mother gave me a nice birthday cake.

Nick. The cake tastes good.

Peter. How do you know?

Nick. I took a small piece when you were in the kitchen.

(The children laugh.)

Ask and answer:

Whose birthday was it?
What did Jane give Kate?
What did the boys bring?
What was there in the box?
Did the cat jump out of the box? Etc.

2. Read:

bag	bag	take	take
that	ran	tale	came
man	swam	page	gave
had	lamp	skate	crane
sat	sang	cake	made

3. Write the answers to the first five questions in Exercise 1.

4. Are the sentences true? If not, put them in the negative.

Your birthday is in autumn.
You went to the cinema on Tuesday.
Your friend gave you an interesting book yesterday.
Our class skied down the hill on Saturday.
You went to bed at nine o'clock yesterday.

5. Make up sentences on these models:

Did	you	learn the poem	yesterday?
Did	...	...	yesterday?
Did	...	...	on ... ?

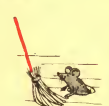
6. Learn by heart:



I Wish

I wish, how I wish,
That I had a little house,
With a mat for the cat
And a hole for a mouse,
And a clock going *tock*
In a corner of the room,
And a table, and a cupboard,
And a big birch broom.





WORDS AND EXPRESSIONS

afraid
April
Arithmetic lesson
ate
August
autumn
because
before
begin
belong
better
bill
birthday
birthday party
bought
break
brought
cake
calendar
came
clap hands
could
cover
crane
December
did
do sums
down the hill
Drawing lesson
drew

drop
during
early
else
fear
February
field
first
fog
Friday
from ... till
game
gave
ground
had
half
Handwork lesson
happy
have fun
homework
hopscotch
how
how much
hundred
interest
It is cold.
It is fine.
It is hot.
It is raining.
It is snowing.

It is warm.
It is windy.
January
July
June
look funny
made
March
May
minus
minute
Monday
month
mouse
Mrs.
November
nut
October
on their way
out loud
over there
owl
page
pay
paid
past
Physical Training lesson
pick up
piece

playground
poor
put
quick
rain
ran
river
read
rouble
said
sang
sat
Saturday
saw
September
shop-girl
silently
Singing lesson

skate
ski
snow
snowball
snowman
spoke
spring
squirrel
stay
stood
swam
tale
taste
teach a lesson
thing
thirty
This is the way.
Thursday

too
took
Tuesday
was
weather
Wednesday
week
went
were
What is the weather like?
which
why
wind
wore
wrote
yesterday

LESSON 46

meet — **met**	fall — **fell**	begin — **began**	get out — **got out**



1. Look at the pictures and tell the story about Harry and Tom.

met
the ice
thin
skated

fell into
cold water
cried, "Help! Help!"





ran home
gave
a long stick

got out
was cold

Ask and answer:

Where did Harry and Tom meet?
Was the ice thin? Etc.

2. Read Betty's fifth letter and answer:

Why did Betty's mother put nine candles on the birthday cake?
Why didn't the children wear overcoats?
Why did little Jim cry?

Dear friends,

Yesterday was my brother's birthday. Andy is nine now. Andy's friends came and mine came, too. We had a lot of fun. Mother made a nice birthday cake. We put nine candles on the cake because Andy is nine. We sang:

Happy birthday to you,
Happy birthday to you,
Happy birthday, dear Andy,
Happy birthday to you.

Did you know the song before?

Andy was happy, he had a lot of presents. Father bought him a football. Mother gave him a pair of boots to play football. Then we went outdoors and played games. The weather was fine, and we wore no overcoats. Cousin Jim ran after me. He fell down and began to cry. We helped him to get up. Jim stood near a tree and cried, and cried. Then we laughed and sang:

Cry, baby, cry,
Put your finger in your eye,
And tell your mother
It wasn't I.

Jim is a small boy, he is four. He often cries.

Today Andy is ill. He ate so much cake yesterday. The cake tasted good, and he had three large pieces. Poor Andy.

With best wishes,
Betty.

3. Speak about your birthday party.

4. Spell the new words of the lesson.

5. Write the answers in your notebook:

How old is Andy now?
What did his father give Andy?
Did his mother make a nice birthday cake?
How many candles were there on Andy's birthday cake?

6. Dramatize:

— Where is Nick?
— He is away today. He is ill.
— What's the matter with him?
— He has a bad cold.

LESSON 47

1. Read:

MOTHER'S DAY



On Mother's Day my brother Jack and I got up early in the morning. Daddy got up early, too. We wanted to celebrate Mother's Day. First we made our beds and cleaned the rooms. Daddy cleaned the carpet.

We had two presents for Mummy — a pair of black gloves and a nice black bag.

"Let's give Mummy three presents — one from Daddy, one from you, Jane, and one from me," said Jack.

We wanted to make a cake for Mummy, but we did not know how to make it. So we put on our overcoats and hats and off we went to buy a cake.

We bought a nice cake. Then we went to the flower shop and bought very beautiful flowers. Mummy likes flowers.

When we came home, Mummy was in the kitchen. Jack took three pieces of paper. On the first piece he wrote: *To dear Mummy from Jack.* On the second — *To dear Mummy*

from Daddy. On the third — *To dear Mummy from Jane.* He put the first piece of paper near the flowers, the second piece under the gloves, and the third piece in the bag. We put the cake, plates, spoons, forks, knives and cups on the table.

When Mummy came in, she saw the cake and the presents. Mummy was glad.

"Oh, how nice of you! Thank you," she said to us.

She was happy. And we were happy, too.

Ask and answer:

Did Jane and Jack get up early on Mother's Day?
Did their father get up early, too?
Did they want to celebrate Mother's Day?
What did they do first?
Who cleaned the carpet? Etc.

2. How did you celebrate your Mother's Day?

3. Spell the new words of the lesson.

4. Say some sentences about your mother. Write them in your notebook.

LESSON 48

1. Read:

THE THREE BEARS

(A Tale)



I

Goldilocks was a little girl. She lived with her father and mother in a small house near the wood. Her father was a wood-cutter. Her mother and father gave her the name Goldilocks because her hair was golden.

One day Goldilocks said, "May I go for a walk, Mum?"

"Of course, dear. You may run and play in the wood near the house," said her mother.

Goldilocks put on her hat, took a basket and ran to the wood. There she jumped and sang. She was happy. She picked flowers for her mother. The flowers were red, yellow, white and blue. She played in the wood for a long time. Then behind some tall trees she saw a house.

"Whose house is that?" she said.

She went to the door and opened it.

"Who lives here?" asked Goldilocks.

There was no answer. She went into the kitchen. There she saw a large table and three chairs near it.

"Whose chairs are these?" she asked.

Goldilocks sat on the first chair and said, "This is a nice chair, but it is too big for me." She sat on the second chair and said, "I like this chair. It is nicer and smaller than the first." Then she saw the third chair. It was the smallest and the nicest of the three. She sat down on it.

"There are three plates on the table. Whose plates are they?" said Goldilocks.

The first plate was large. There was a lot of porridge on it. The second plate was smaller. And the third plate was the smallest of the three. Goldilocks took a spoon and tasted the porridge on the first plate.

"Oh, it is good."

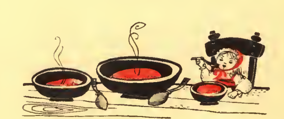
Then she tasted the porridge on the second plate.

"This porridge is better," she said.

But she liked the small plate and tasted the porridge on it.

"It is the best porridge." And Goldilocks ate all the porridge on the third plate.

In the bedroom Goldilocks saw three beds. "Whose beds are these?" She jumped into the largest bed. But she did not like it. "It is too large for me," she said. She jumped into the second bed. It





was smaller than the first. Then Goldilocks saw the third bed. She liked it best. She jumped into it. It was the smallest and the nicest bed. Goldilocks went to sleep. She slept for a long time.

And answer:

Where did Goldilocks live?
What colour was her hair?
Where did she go one day?
What did she do in the wood?
What did she see behind some tall trees?
Did she walk into the house?
What was there in the kitchen?
Which chair did she like best?
How many plates were there on the table?
Did she eat all the porridge on the smallest plate?
What did she see in the bedroom?
Where did she sleep?
Did she sleep for a long time?

2. Read:

in a 'small 'house near the ↘wood
in the 'wood near the ↘house
for a 'long ↘time
for a 'short ↘time

3. Write the answers to the first six questions in Exercise 1.

4. Read Exercise 1 again and write out all the words with **th** as [ð].

LESSON 49

1. Read:



THE THREE BEARS

II

Then the three bears came into the house. They came home from the wood. The mother bear was large and strong. The father bear was larger and stronger. And the third bear was their baby. The baby bear ran into the house and cried, "Oh, look! Who sat on my chair?"

The mother bear said, "Who sat on my chair?" and the father bear said, "And who sat on mine?"

The bears wanted to eat and took their spoons. But the father bear cried, "Who tasted my porridge?"

"And who tasted mine?" cried the mother bear.

The baby bear cried, "Who ate my porridge? I am hungry."

The mother bear and the father bear gave the baby some porridge. The bears ate the porridge and went into the bedroom to sleep.

"Who slept in my bed?" said the mother bear.

"And who slept in mine?" said the father bear.

The baby bear saw Goldilocks in his bed. "Look!" he cried. "There is a girl in my bed!"

Goldilocks opened her eyes and saw the three bears near her. She jumped out of the bed, and off she ran.

When she came home, her father and mother were happy to see her.

She said, "Oh, my dear mother and father, there is a house in the wood. I was in that house, and I saw three bears there."

Her mother and father wanted to see the house, but they didn't find it.

Ask and answer:

Who came to the house?
What did the baby bear cry? Etc.

2. Retell the story.

3. Read:

pi**ck**	**ch**eese	**th**ey	tee**th**
ne**ck**	**ch**ess	**th**en	fif**th**
thi**ck**	**ch**op	**th**em	six**th**
po**ck**et	**ch**ildren	**th**at	mon**th**
ti**ck**et	**ch**ocolate	**th**ose	mou**th**

4. Write the answers to the following questions:

Who did the baby bear see in his bed?
What did Goldilocks do?
Was her mother glad to see Goldilocks?
Did they find the bears' house?

LESSON 50

1. Read and play the game:

A GAME

Nick. It is raining. We cannot go outdoors now. Let's stay at home and play the game ***Mother went to the shop.***

Ann. All right. I like the game. Do you know the game, Helen?

Helen. Yes, I do. We played it last year with our teacher.

Peter. Then let's begin. Mother went to the shop. And what did she buy?

Nick. Mother went to the shop and bought a bottle of milk.

Ann. Mother went to the shop and bought a bottle of milk and some butter.

Helen. Mother went to the shop and bought a bottle of milk, some butter and some cheese.

Jane. Mother went to the shop and bought a bottle of milk, some butter, some cheese and some meat.

Peter. Mother went to the shop and bought a bottle of milk, some butter, some cheese, some meat and a box of sweets.

Nick. Mother went to the shop and bought a bottle of milk, some butter, some cheese, some meat, a box of sweets and some salt.

Ann. Mother went to the shop and bought a bottle of milk, some butter, some meat, a box of sweets, some salt and coffee.

All. Oh, you missed the *cheese*! You are out. Now, let's go on.

The children played for a long time, and Jane was the winner.

2. Read:

too	book	a 'bottle of ↘milk	'last ↘week
Zoo	took	a 'jar of ↘jam	'last ↘year
spoon	look	a 'box of ↘sweets	'last ↘month
school	good	some ↘cheese	'last ↘Tuesday
fool	stood	some ↘butter	'last ↘summer

3. Read Betty's sixth letter from England and answer:

When is April Fool's Day?
What did the boys in Betty's school do that day?
Do the English children have a sports day?

Dear friends,

Yesterday was April Fool's Day. The boys and girls in my school like the day. It is a day when we have a lot of fun.

Some boys came to school early on April Fool's Day. On a piece of paper they wrote: *No school today. All the teachers are ill.* They pinned that on the door of the school. Other children came and read that. Some were happy and ran home, but some laughed and cried, "April Fools! April Fools!"

During the break Harry Black wrote *Kick me* on a piece of paper. Then he pinned it on Bill's back. Bill did not see it and walked in the school playground with the paper on his back. It was very funny.



Do you have much fun on April Fool's Day?

In April we have a sports day. In my school it is in spring. Last spring our class was the winner.

Do you have a sports day, too?

What is the weather like in your town now? We are having spring weather today.

With best wishes,
Betty.

4. Complete the sentences:

Our lessons begin at nine o'clock.
Last Thursday our lessons began at nine o'clock, too.

Little Dan cries when he falls down.
Last week Dan ... when he ...

Mother makes nice cakes.
Last month Mother ... a very nice cake for us.

My uncle is an old man. He gets up very early.
Yesterday he ... at five in the morning.

My brother is very strong because he does morning exercises every day. He is not afraid to swim in cold water.
Last winter my brother ... in the lake every morning.

5. Dramatize:

— We can't write on the blackboard. It is not clean.
— I am sorry I didn't clean it during the break. May I do it now?
— Do, please.

LESSON 51



1. Read:

THE FOUR FRIENDS

(A Tale)

An old donkey wanted to live in town So he went to the nearest town. On his way there he met a dog. The dog was his friend. The donkey asked the dog to go with him, too. On their way they met a cat. The cat cried, "Mew, mew." The donkey and the dog stopped and asked the cat, "Why are you crying?"

"I am crying, because I am old and I have no home."

"We are going to town. We want to live there. Come with us."



"All right," said the cat.

So the donkey, the dog and the cat walked on.

On their way they met a cock. The cock saw them and sang, "Cock-a-doodle-doo! Cock-a-doodle-doo!"

The three friends asked him to go to town with them.

In the evening the four friends came to a wood: They were hungry, and they wanted to sleep. The donkey and the dog sat down under a tree. The cat and the cock went up the tree. From there the cock saw a house.

"Whose house is that? Let's go to the house and see who lives there," he said.

And the four friends went there. When they came to the house, it was very late. The donkey was the tallest. He went to the window and looked in.

"What do you see, old Long Ears?" asked the cock.

"What do I see?" said the donkey. "I see four robbers. They are having supper. There is a lot of meat, fish and bread on their table."

"Listen, friends! I have a good idea!" said the cat.

The cat asked the donkey to stand near the window of the house. The dog stood on the donkey's back. The cat stood on the dog's back. And the cock stood on the cat's back. Now they were ready. They began to sing. The robbers were afraid, the animals made so much noise. The robbers ran out of the house. They ran to the wood.

The four friends came into the house and had a good supper. Then they all went to sleep. The donkey slept in the yard. The dog slept near the door. The cat slept on the bed. The cock slept on the kitchen door. They liked the house and did not want to go away. So they stayed there.

And the four friends live in that house now.

Ask and answer:

Where did the donkey go?
Who did he meet on his way?
Did the dog want to go with him?
Why did the cat cry? Etc.

2. Retell the story.

3. Write the answers to the four questions in Exercise 1.

4. Learn by heart:

A Foolish Man

I saw a man who always wore
A saucepan on his head.
I asked him what he did it for.
"I don't know why," he said,
"It always makes my ears so sore.
I am a foolish man.
Why didn't I think of it before
And wear a frying-pan?"

LESSON 52

window and .

"What do you

"What do I see?

are having supper.

table."

"Listen, friends!,ns:

The cat asked

house. The dog s

the dog's back.

they were ready.

the animals made

house. They ran

We **must study** well.

Must he **study** well, too? Yes, he **must**.

be	at home	in the afternoon?
	there	in the morning?
	in school	in the evening?
	here	in time?
	at the cinema	

And answer: Of course, I **must**.
Of course, **not**.

2. Ask and answer:

What time do you go to school?
What time must you get up?
What time must you have breakfast?
What time must you go out of the house?
What time does the first lesson begin?
What time must you come to school?
What time do you have dinner?
What time must you come home? Etc.

3. Read and answer:

What must you say if you meet your teacher in the morning?
Must you say *please* when you ask your friend to give you a book or a pen?

What must you say if you meet your teacher in the evening?
Must you say *I am sorry* if you are late for the lesson?
Must you say *I am sorry* if you are early for the lesson?
Must you say *That's all right* when your friend thanks you?
Must you say *May I go out* if you want to go out during the lesson?
What must you say if you want to come into the classroom during the lesson?

4. Make up questions:

We must come to school in time.
You can make paper dolls.
I can go to school by tram or by bus.
You may sing and dance during the break.
They must cover their books with clean paper.

LESSON 53



a bugle

a banner

a drum

a red tie

1. Read and answer:

Hullo, dear friends!

I am a pioneer now.

Yesterday was a happy day for me. I got up very early. I washed my face and neck and put on a white clean shirt. When Mother got up, I was ready for breakfast. I went to school earlier yesterday. All the boys and girls were there at half past eight.

After the lessons we went to the pioneer room. Our pioneer leader gave us red ties. We were happy. She said, "You are pioneers now. You must study as Lenin studied. "Pioneers, be ready!" And we answered, "Always ready!"

Are you a pioneer now, too?
Who is your pioneer leader?
Do you wear your red tie every day?
Have you a pioneer room in your school?

Our pioneer room is large. There is a red banner in the room. There are slogans on the wall. They are *Long live our Communist Party! Long live Peace!* and other slogans. On the table near the window you can see a drum and a bugle.

Speak about the pioneer room in your school.
Is it large?
Are there many slogans on the walls? What are they?
What else is there in the room?

2. Read:

clean	bread	near
meat	head	dear
teacher	ready	fear
peace	heavy	ear
leader	weather	

a 'pioneer ↘room
a 'pioneer ↘leader
a 'pioneer ↘tie
a 'pioneer ↘drum
our 'Communist ↘Party

3. Spell the new words of the lesson.

4. Write some sentences about your pioneer room.

5. Make up sentences on these models:

Did	you	see your aunt	last week?
Did	...	...	last ...?
I	didn't	know him	last year.
...	didn't	...	last ...

6. Learn by heart:

Always Ready

by M. Lebedinskaya

Healthy and strong,
With a merry song
We pass and pass and pass.

We have friends and foes,
We are friends of those
Who are for the working class.

Healthy and strong,
With a merry song
We march into a great new life.

And if an enemy comes,
Our pioneer drums
Are ready for struggle and strife.



LESSON 54

Jack **will be** ten in June.
Will Jane **be** eleven in June? Yes, she **will.**

1. Listen and complete:

Today is Monday.
Yesterday was Sunday.
Tomorrow ... (Tomorrow will be Tuesday.)

Today is Friday.
Yesterday was ...
Tomorrow ...

It is the 10th of April today.
It was the 9th of April yesterday.
Tomorrow ... (It will be the 11th of April tomorrow.)

Nick goes to school every day.
He went to school yesterday.
Tomorrow ... (Nick will go to school tomorrow.)

Nick and Ann are ready for the English lesson every day.
They are ready for the English lesson today.
They were ready for the English lesson yesterday.
Tomorrow ... (They will be ready for the English lesson tomorrow.) Etc.

2. Ask and answer:

How old are you now, Nick?
When is your birthday, Nick?

Ann, how old is Nick now?
Was he eight last year?
How old was he last year?
When is his birthday?
How old will he be next year?
Will he be a pioneer next year?

3. Read:

'next ↘week	'next ↘Friday	the 'sixth of ↘May
'next ↘month	'next ↘March	the 'thirtieth of ↘April
'next ↘year	'next ↘summer	the 'fifteenth of ↘January

4. Read and find the right answer:

Peter's father was forty-one last year.
How old will he be next year?
He will be forty-two next year.
He will be forty-three next year.
It was the 29th of March yesterday.
What date will it be tomorrow?
It will be the 31st of March tomorrow.
It will be the 30th of March tomorrow.
Helen and her mother are in a shop now. They want to buy half a kilogram of cheese and one kilogram of butter. How much will they pay?
They will pay one rouble.
They will pay five roubles.
Mike does morning exercises every day, but Harry does not do morning exercises.
Mike washes with cold water, but Harry does not like to wash with cold water.

Who will be stronger: Mike or Harry?

Mike will be stronger.

Harry will be stronger.

Ann likes to speak and read English. She speaks and reads English every day.

Kate likes English, too. She reads English every day, but she does not speak English every day. She speaks English sometimes.

Mary does not like to speak English. She does not read English every day. She reads English sometimes.

Which girl will know English best?

Kate will know English best.

Mary will know English best.

Ann will know English best.

5. Complete the sentences:

Kate always comes to school early. Yesterday she came early. Tomorrow she ... , too.

Mary visits her grandmother every Sunday. Last Sunday she visited her grandmother. Next Sunday she ..., too.

Every year you celebrate the First of May. Last year you celebrated the First of May. This year you ..., too.

6. Make up questions:

My cousin will come to live with us in autumn.

The summer holidays will begin in June.

You will write me a letter from Moscow.

LESSON 55

I shall be at home tomorrow morning.

1. Listen and complete:

I come here every day.
I am here now.
I was here yesterday.
Tomorrow ... (I shall be here tomorrow.) Etc.

We visit our aunt every summer.
We visited our aunt last summer.
Next summer ... (We shall visit her next summer, too.) Etc.

2. Say, ask and answer:

I meet my friend at the tram-stop every day.
Did you meet him at the tram-stop yesterday?
Will you meet him at the tram-stop tomorrow?
Who will you meet at the tram-stop tomorrow?
Where will you meet your friend tomorrow?
Every week at half past ten we have a Handwork lesson.
Did we have a Handwork lesson at half past ten last week?
Shall we have a Handwork lesson at half past ten next week?
What lesson shall we have at half past ten next week?

3. Ask and answer:

When is your birthday?
How old are you?

When will you be twelve?
Will you be twelve next summer or next winter?

4. What will you do tomorrow?

I shall get up at seven o'clock. I shall do morning exercises. I shall wash my hands and face. Etc.

5. Read:

to'morrow ↘morning	'yesterday ↘morning
to'morrow ↘evening	'yesterday ↘evening
to'morrow 'after↘noon	'yesterday 'after↘noon

6. Read:

THE GOLDEN AXE

(A Tale)

I

There was an old woodcutter. He worked in the wood. Every day he went to the wood to cut trees. He was a very poor man. He lived in a village near the wood. His house was the oldest and the smallest in the village. He was the poorest man in that village.

One day the old woodcutter dropped his axe in the river. He sat down on the ground near the water and said, "My axe! What shall I do? How shall I work now?"

There was a noise, and a man jumped out of the water and stood before the woodcutter.

"Is this your axe, old man?" he asked the woodcutter.



The woodcutter looked at the axe in the man's hands. It was a golden axe. It was beautiful.

"No, it is not mine," said the woodcutter. "My axe was not golden."

The man jumped into the water again. Then he came out with a silver axe.

"Is this your axe, old man?" he asked.

"No, it is not mine," said the woodcutter. "My axe was not silver."

Again the man jumped into the water, and he came out with an old dirty axe.

"Is this yours?" he asked.

"Yes, that is mine!" said the woodcutter. "Thank you. How good of you! But who are you?"

"I am Mercury," he said. "You are a good man. Take your axe. Take the golden axe and the silver axe, too."

"Thank you very much," said the woodcutter and went home.

Ask and answer:

Where did the old woodcutter work?
Where did he live?
Was he very poor?
Where did he work one day?
What did he drop in the water?
What did he say?
Who jumped out of the water?
What was in the man's hand? Etc.

7. Retell the story.

8. Complete the sentences. (Use *shall* or *will*.)

I ... learn to swim this summer.
She ... not eat the porridge because she does not like it.
They ... fish in the lake next week.
We ... not ski tomorrow because there is not much snow on the ground.
He ... not skate on the lake because the ice is very thin.
You ... do sums during your next lesson.

9. Read Exercise 6 again and write out all the words of the **Up** Family.

LESSON 56

Will Jack be twelve next month?
No, he **will not.** (No, he **won't.**)

1. Say, ask and answer:

Today is Saturday.
Was yesterday Tuesday?
Will tomorrow be Friday?

Today is Thursday.
Was yesterday ... ? Etc.

Dan is six now.
Was he five last year?
Will he be ten next year?
Will he be a pioneer next year?

2. Ask and answer:

Do you like to have a cup of black coffee for breakfast?
Did you have a cup of black coffee yesterday morning?
Will you have a cup of black coffee tomorrow morning?

3. Read:

THE GOLDEN AXE

II

On his way home the old woodcutter met his friend Bill. "Hullo, Bill!" he said to his friend.

Bill was a woodcutter, too. He worked in the wood. Bill saw the golden and the silver axes and asked, "Who gave you those axes?"



"Mercury. Mercury is a man who lives in the river. I dropped my axe in the water, and Mercury jumped out of the water. He gave me these two beautiful axes and my old axe, too."

"Oh, I see!" said Bill.

Bill wanted to have a golden axe and a silver axe.

"I shall go to that river. There I shall drop my axe, and Mercury will give me three axes, too," he said and ran to the river.

When he came there, he dropped his axe in the water, sat down and waited. A man jumped out of the water. It was Mercury.

"Please, help me, Mercury! My axe is in the water."

"All right, I shall help you. I shall find your axe," said Mercury, and he jumped into the water. Soon he jumped out with a golden axe.

"Is this your axe?" he asked and showed Bill the golden axe.

"Oh, yes! Yes! That is mine!" cried Bill.

"No, it is not," said Mercury. "It is not yours. You are a bad man, and I shall not help you."

"But my axe! My axe! Give me my old axe, please," cried Bill.

Mercury jumped into the water, and he did not come out again.

And answer:

Did the old woodcutter go home?
Who did he meet?
Was Bill a woodcutter, too?
Did he work in the wood, too?
Did he like the golden and the silver axes?
Did the old woodcutter tell Bill about Mercury?
Did Bill want to have a golden axe?
Did he run to the river?
Did Bill drop his axe in the water?
Did Mercury want to help him?
Did he show Bill a golden axe?
What did Bill cry when he saw a golden axe?
Did Mercury give him his old axe?

4. Retell the story.

5. Spell the new words of the lesson.

6. Say in the negative:

We shall wait for you at the tram-stop.
He will sing an English song at our school concert.
Come at five o'clock. I shall be ready at five.
The children will have fun at the picnic.
It will be warm tomorrow.
Jack plays tennis well. He will be the winner.

7. Read Exercise 3 again and write out all the words with the letter **s** as [z].

8. Dramatize:

— Will you come to the school concert tomorrow?

— Yes, of course. We shall dance a flower dance.

— What will you wear?

— We'll all wear white and blue dresses.

— Our class will sing two English songs. The big children will act a play.



LESSON 57

1. Answer:

You want to write a letter.
What will you do first?

(I shall take a piece of paper and sit down at my table.)

What will you do next?

(I shall take my pen in my right hand.)

What else will you need to write a letter?

(I shall need some ink.)

Nick wants to draw a picture.
What will he do first?

(He will take a piece of paper.) Etc.

2. Read:

nine	big	rain
like	'will	paid
nice	winter	wait
fine	swim	again
white	spring	afraid

after a 'long ↘winter
in the 'wood near your ↘town
the 'First of ↘May
↘May Day

3. Read and answer:

It is spring now. It is warm. In the wood you can find the first flowers — snowdrops. Snowdrops are white and blue. They are nice

flowers. We all like them because they are the first flowers after a long winter.

Are there snowdrops in the wood near your town?

On the lakes and rivers there is ice. But children do not skate because the ice is thin. In summer there will be no ice there and the water will be warm.

Will you swim in summer?
Will you go to the lake or to the river in summer?

In spring the days are longer than in winter. It does not snow in spring. It sometimes rains. The weather is often fine. When it is warm outdoors, we open the windows. We do not wear our warm overcoats and hats because it is not cold.

What do you wear in spring?

In spring we celebrate May Day. It is a holiday. It is the workers' holiday. On the First of May all our towns and villages are beautiful. There are many flags, banners, slogans and flowers in the streets and parks. May Day is a spring holiday. It is a happy holiday.

Do you like May Day?

4. Say some sentences about spring weather in your town. Write them in your notebook.

5. Are the sentences true? If not, put them in the negative.

We shall play snowballs in summer.
We shall swim in the river tomorrow.
We shall pick flowers in the wood on Thursday.
We must read the exercises silently and out loud.

6. Learn by heart:

May Day



by M. Lebedinskaya

Bands and banners down the street,
Thousand faces, thousand feet;
For it is a glorious day,
For it is the First of May.

LESSON 58



1. Dramatize:

Mike. Hullo, Tom! This is Mike speaking.
Tom. Hullo, Mike!
Mike. Tom, will you go to see the football match in our school playground today?
Tom. Oh, I don't know. I was there yesterday, but I didn't like the game.
Mike. Who played yesterday?
Tom. The boys of the fifth form and the boys of the sixth form. They didn't play well. They couldn't kick the ball well. The game wasn't interesting. And who will play today?
Mike. Today the boys of the ninth and tenth forms will play. They play very well. I shall go to see the match. I don't want to miss it. Will you come?
Tom. Yes, of course.
Mike. Then you must be in our school playground at five minutes to six. The match begins at six.
Tom. All right, Mike. I shall come.
Mike. Good-bye, Tom.

And answer:

Did Tom like the football match yesterday?
Why didn't he like it?
Who played yesterday?
Will Tom go to see the football match today?
Will Mike come, too?
When will the match begin?



2. Read:

LAZY JIM

(A Tale)



I

There was a boy whose name was Jim. He lived with his mother in a little house. They were very poor. His mother worked much, but Jim did not like to work. Jim was lazy. He sat under a tree in hot weather and stayed in bed when it was cold.

One Monday morning his mother said, "Jim, I am ill. I cannot work. Go to Mr. Green. Help him in the field. He will pay you."

"All right. I shall go there tomorrow morning," answered Jim.

On Tuesday Jim went to Mr. Green. He worked all day, and in the evening Mr. Green gave him a penny. But on his way home Jim dropped the penny and could not find it.

"Oh, Jim! Why didn't you put the penny in your pocket?"

"All right, Mother. Tomorrow I shall put it in my pocket."

He went to help Mr. Green on Wednesday, too. In the evening Mr. Green gave him a jar of milk. Jim put it in his large pocket. But when he came home, there was no milk in the jar.

"Oh, Jim! Why didn't you carry the jar of milk on your head?"

"All right, Mother. Tomorrow I shall put it on my head."

On Thursday Mr. Green gave him some butter. Jim put the butter on his head and walked home. It was very hot that day, and when Jim came home, there was butter on his hair, shirt and trousers. They could not eat the butter.

"Oh, Jim! You must not carry butter on your head. You must carry it in your hands."

"All right, Mother," said Jim.

And answer:

Where did Jim live?
Was his mother poor?
Was he a lazy boy?
Did Jim's mother ask him to work?
What did Mr. Green give him on Tuesday?
Why didn't Jim bring the penny home?
What did Mr. Green give him on Wednesday?
Where did Jim put the jar of milk?
Did he bring the milk home?
What did Mr. Green give him on Thursday?
Did Jim carry the butter in his hands?

3. Retell the story.

4. Write the answers to the first six questions in Exercise 2.

5. Make up sentences on these models:

Will	you	bring that book	tomorrow?
Will	...	...	tomorrow?
I	shall	come to the playground	next time.
...	shall	...	next time.
Mike	will	go to the cinema	next Sunday.
...	will	...	...

LESSON 59



1. Read:

LAZY JIM

II

On Friday Mr. Green gave him a large cat. Jim took the cat and wanted to carry it in his hands. But on his way home the cat ran away from Jim.

"Oh, Jim!" said his mother. "Why didn't you take a string and pull the cat home?"

"I shall do it tomorrow, Mother," said Jim.

On Saturday Jim worked much, and Mr. Green gave him a large piece of meat. Jim took a string out of his pocket and pulled the meat after him. On his way home Jim did not look behind, and a hungry dog ate the meat.

"Oh, Jim! Why didn't you carry it in your hands?" asked his mother.

"Because it was large and heavy, Mother."

"Then why didn't you carry it on your back?"

On Monday next week Jim worked very well. So Mr. Green gave him a donkey. Jim put the donkey on his back and walked home.

In the village there was a beautiful girl. She did not laugh and could not speak. Her father asked all the doctors to help the girl, but they could not. The doctors said, "The girl must laugh. Then she will speak."

The girl and her father lived in a large and beautiful house.

When Jim was in front of their house, the girl looked out of the window and saw the boy with the donkey on his back. It was funny. It was very funny. And the girl laughed. She looked at Jim and laughed. Now she could speak. Her father was very happy. He ran after Jim, stopped him and said:

"My dear boy, I am a happy man now because my girl can speak. Thank you."

He gave Jim some money.

Jim and his mother were happy.

And answer:

What did Mr. Green give Jim on Friday?
Why didn't Jim bring the cat home?
What did Mr. Green give Jim on Saturday?
Did Jim carry the meat in his hands?
What did Mr. Green give Jim on Monday?
Where did Jim put the donkey?
Who saw Jim with the donkey on his back?
Was Jim funny?
Did the girl laugh?

Why was her father happy?
What did he give Jim?
Was Jim's mother happy, too?

2. Retell the story.

3. Read:

sin**g**	nose	**sh**ow
son**g**	those	**sh**op
stron**g**	these	**sh**elf
sprin**g**	blouse	**sh**irt
strin**g**	please	**sh**oes

4. Write the answers to the first seven questions in Exercise 1.

5. Read Exercise 1 again and write out all the words with **y** as [ɪ].

6. Learn by heart:



Twenty Froggies

Twenty froggies went to school
Down beside a little pool;
Twenty little coats of green;
Twenty shirts all white and clean.

"We must be in time," said they,
"First we study, then we play.
That is how we keep the rule,
When we froggies go to school."

Twenty froggies grew up fast;
Big frogs they became at last.
Not one lesson they forgot,
And they learned at school a lot.



LESSON 60

Read and answer:

Hullo, boys and girls!

This is our last English lesson this year. During our lessons we spoke about the weather, the winter holidays, the animals at the Zoo, Betty's letters, our birthdays and about some tales.

What else did you do during your English lessons?
Did you read tales?
Did you write during the lessons?
What did you speak about?

I like to speak English very much. Henry likes to draw. He made nice paper dolls, and his pictures of my room, the funny boy and the animals were the best.

Can you draw well, too?

My friend Jane likes to play games. She guessed all the names when we played the game *Who is it?*, and she was the winner in the game *Mother went to the shop.*

Who was the winner in your class?

In this book we read about some animals. When we went to the Zoo, we spoke about them. We spoke English.

Did you go to the Zoo?

It is spring now. The weather is fine.

What can you say about the spring in your town?
Does it often rain?
What is the weather like?

I like summer best because in summer it is hot and we can swim. There are many beautiful flowers in the parks and in the wood. There is a long holiday for all schoolchildren in summer.

Do you like summer best?
Will you go to a pioneer camp or to a village this summer?
Which is better: to be in a wood or to stay at home on a hot summer day? Why?

We know now how many months there are in a year.

What are they?
Which is the shortest month?
And how many days are there in a week?
What day will it be tomorrow?

We have a friend in England now. Her name is Betty. She wrote us interesting letters. She wrote us about the weather in England, April Fool's Day, Santa Claus, her school, birthday cakes with candles and about some games.

Can you play hopscotch?
Did you have a birthday cake with candles?
When is your birthday?
How old will you be next birthday?

We know some English tales now. I like them all. But I like *Lazy Jim* best. It is the funniest tale in this book.

Did you like to read the tales?
Is the tale about Lazy Jim interesting?

I know some English poems and dialogues by heart.

How many English poems do you know?
Which dialogue did you like best?
Ask your friend to dramatize it with you.

I have a lot of English books at home. I want to read them in summer. I shall visit my uncle and aunt in the village, and I shall take some books with me.

Have you any English books?
Will you read them during the summer holidays?

When we come back to school in autumn, we shall speak about them. Good-bye, dear friends. Good-bye to you all.

WORDS AND EXPRESSIONS

always
answer
axe
baby
bad
banner
be
began
bugle
camp
candle
celebrate
cock
concert
date
dialogue
dramatize
drum
fall
fell
fool
for a long time
form
get out
go to sleep
golden
got out
have a bad cold
holiday
How nice of you.
ice
idea
kick
last
lazy
Long live ...
match
met
miss
money
must
next
of course
peace
penny
pin
pioneer
pioneer leader
play
  act a play
poem
porridge
pull
robber
shall
silver
slept
slogan
snowdrop
so
song
string
tell
tie
tomorrow
wait
What's the matter with him?
will
winner
woodcutter
You are out.

THE PAST INDEFINITE TENSE OF IRREGULAR VERBS

be [bi:] — **was** [wɔz], **were** [wə:]
begin [bɪ'gɪn] — **began** [bɪ'gæn]
bring [brɪŋ] — **brought** [brɔ:t]
buy [baɪ] — **bought** [bɔ:t]
can [kæn]—**could** [kud]
come [kʌm] — **came** [keɪm]
cut [kʌt] — **cut** [kʌt]
do [du:] — **did** [dɪd]
draw [drɔ:]—**drew** [dru:]
eat [i:t]—**ate** [et]
fall [fɔ:l] — **fell** [fel]
forget [fə'get] — **forgot** [fə'gɔt]
get [get] — **got** [gɔt]
give [gɪv] — **gave** [geɪv]
go [gou] — **went** [went]
know [nou] — **knew** [nju:]
make [meɪk] — **made** [meɪd]
pay [peɪ] — **paid** [peɪd]
put [put]—**put** [put]
run [rʌn] — **ran** [ræn]
read [ri:d] — **read** [red]
say [seɪ] — **said** [sed]
see [si:] — **saw** [sɔ:]
sing [sɪŋ] — **sang** [sæŋ]
sit [sɪt] — **sat** [sæt]
speak [spi:k] — **spoke** [spouk]
stand [stænd] — **stood** [stud]
swim [swɪm] — **swam** [swæm]
take [teɪk] — **took** [tuk]
wear [wɛə] — **wore** [wɔ:]
write [raɪt] — **wrote** [rout]

ENGLISH SOUNDS

[p]	pen	[θ]	Thank you.	[h]	hand
[b]	book	[ð]	they	[m]	map
[t]	take	[s]	sit	[n]	no
[d]	desk	[z]	Zoo	[ŋ]	bring
[k]	book	[ʃ]	show	[r]	room
[g]	go	[ʒ]	television	[l]	look
[f]	five	[tʃ]	chair	[w]	well
[v]	five	[dʒ]	Jane	[j]	your

[i:]	green, clean	[ɑ:]	car, class	[u:]	too, spoon
[ɪ]	big, sit	[ɔ]	box, not	[ʌ]	up, under
[e]	pen, desk	[ɔ:]	or	[ə:]	girl, curtain
[æ]	bag, map	[u]	book	[ə]	under, teacher

[eɪ]	take, day	[ɔɪ]	toy, boy
[ou]	go, close	[ɪə]	near, dear
[aɪ]	my, nine	[ɛə]	chair, where
[au]	now, count	[uə]	poor

NOTES

Lesson 1

all все
new новый
to spell называть буквы слова
long длинный
short короткий
badminton бадминтон (*игра*)
a story рассказ
to listen слушать
clever умный
if not если нет

Пояснения к чтению

ball	box	morning	[ju:]	[ɔ:]	[e]
all	long	short	new	story	clever

Lesson 2

to draw рисовать
to look about осматриваться
a notebook тетрадь
to look out выглядывать
an exercise упражнение
to do morning exercises делать утреннюю зарядку

Пояснения к чтению

[ə] [aɪz]	[ɔ:]
'exercise	draw

There is — There are

Когда мы хотим сказать по-английски, что в определённом месте, например, на моём столе, в нашем классе, на улице, дома, есть, находится что-нибудь или кто-нибудь, например, книга, стол, мальчик, мы должны употребить слова **There is.**

На моём столе есть книга.
There is a book on my table.

Когда мы хотим сказать о нахождении в определённом месте нескольких предметов, мы должны употребить слова **There are.**

На моём столе три книги.
There are three books on my table.

В отрицательных предложениях со словами **There is, There are** употребляется слово **no.**

На моём столе **нет** английских книг.
There are **no** English books on my table.

Lesson 3

so такой, так
to make so much noise сильно шуметь
a plate тарелка

Пояснения к чтению

take	go	please
make	so	noise
plate		

My Kite

kite змей
high *здесь* высоко
up in the sky в небо
My kite string waves... Нитка моего змея машет ...

Lesson 4

in front of впереди, перед
behind сзади, позади
between между
nice хороший, красивый
tram-stop остановка
their их

Пояснения к чтению

[ʌ]	[aɪ]	[ɛə]	green	nine
in 'front of	be'hind	their	be'tween	nice

Обратите внимание на произношение слова **house** во множественном числе:

[s] [zɪz]
house — houses

Lesson 5

to carry носить, нести
heavy тяжёлый
light лёгкий
to meet встречать
to go by tram ехать трамваем
for для, за (*вместо*)
glad довольный

Пояснения к чтению

bag	night	green	my	bag	bread
carry	light	meet	by	glad	heavy

Lesson 6

twenty двадцать
how many сколько
a sound звук
plus плюс
to colour раскрашивать
team команда

Пояснения к чтению

[ʌ] [ə]	now	count	clean	up
'colour	how	sound	team	plus

Числительные от 13 до 19

Числительные от 13 до 19 образуются путём прибавления [ti:n] **-teen** к числам единиц:

three — thir**teen**	seven — seven**teen**
four — four**teen**	eight — eigh**teen**
five — fif**teen**	nine — nine**teen**
six — six**teen**	

Обратите внимание на правописание чисел 13 и 15:

three — thirteen ['θə:'ti:n] five — fifteen ['fɪf'ti:n]

Lesson 7

a sweet конфета
a match спичка
a bottle бутылка
this этот, эта, это
a box of sweets коробка конфет
a box of matches коробка спичек
ink чернила
a bottle of ink бутылка чернил
water вода
a glass of water стакан воды
only только
a jar банка
a jar of jam банка варенья
a box of coloured pencils коробка цветных карандашей

Пояснения к чтению

green	bag	box	**they**	**car**	bag	[ɔ:]	[ou]
sweet	match	bottle	**this**	**jar**	jam	water	'only

Lesson 8

Some and Any

Оба слова имеют значение *некоторое количество, немного.* Слово **some** употребляется главным образом в утвердительных предложениях, **any**—в вопросительных и отрицательных. Сравните:

Утвердительные предложения	Вопросительные предложения
There is **some** milk in the glass. В стакане есть молоко. I have **some** books in my bag. У меня в портфеле есть книги.	Is there **any** milk in the glass? В стакане есть молоко? Have you **any** books in your bag? У вас в портфеле есть книги?

ready готов, готовый
Daddy папа
I am sorry. Простите. Извините.
a box of chocolates коробка шоколадных конфет
Mummy мама
hungry голодный
chocolate шоколад

Пояснения к чтению

[ʌ]	[e]	[ɔ]	[ɔ] [ɪ]	bread	up
some	any	'sorry	'chocolate	'ready	'hungry

Lesson 9

a fork вилка
a knife нож
a spoon ложка
meat мясо
fish рыба
sugar сахар
to cut резать
salt соль
coffee кофе
to want хотеть
to taste bad быть плохим на вкус
to laugh смеяться

Пояснения к чтению

short	nine	too	clean	big	up
fork	knife	spoon	meat	fish	cut

[ʃu]	[ɔ:]	[ɔ] [ɪ]	[eɪ]	[wɔ]	[ɑf]
'sugar	salt	'coffee	taste	want	laugh

Обратите внимание, что перед существительными в единственном числе, такими, как fish, meat, sugar, salt, water, milk, bread, butter, cheese, tea, coffee, артикль **a** не употребляется.

Do you like **coffee** or **tea**?

Hey, Diddle, Diddle

Hey, Diddle, Diddle *английские созвучия*
a fiddle скрипка
a cow корова
over через
the moon луна
such fun такое занятное зрелище

Lesson 10

a flower цветок
a lake озеро
a fire костёр
to make делать
paper бумага, бумажный
to need нуждаться
to fish ловить рыбу
to hide прятаться
to taste good быть хорошим на вкус
to pick flowers рвать цветы
blue голубой
Here is... Вот...
That's all right. Пожалуйста. *(в ответ на благодарность)*

Пояснения к чтению

now	take	take	green	big	nine	big	they
'flower	lake	paper	need	fish	hide	pick	that

[aɪə]	[u:]	[ɪə]
'fire	blue	here

Lesson 11

let's давай, давайте

all of you все

A Lot of — Many

Слова **many** и **a lot of** имеют значение *много, большое количество*.

A lot of употребляется как с существительными в единственном числе, обозначающими вещество, bread, water, cheese, sugar, так и с существительными во множественном числе, такими, как pens, books, boys, flowers:

a lot of **water** (много воды)
a lot of **bread** (много хлеба)
a lot of **books** (много книг)
a lot of **boys** (много мальчиков)

Слово **many** употребляется т о л ь к о с существительными во множественном числе:

many books (много книг)
many boys (много мальчиков)

Lesson 12

a dress платье
a shirt рубашка
a pair пара
a pair of shoes пара туфель
a pair of trousers пара брюк
colour цвет
What colour... Какого цвета...
to wear носить
boots ботинки
to cut out вырезать
gray серый

Пояснения к чтению

pen	girl	day	count	too
dress	shirt	gray	'trousers	boots

[ɛə]	[u:]	[ɛə]
pair	shoe	wear

Winter is Fun

warm тёплый
mittens варежки
snow снег
don't you? а ты?

Lesson 13

a coat пиджак; пальто
an overcoat пальто
a hat шляпа
a pair of gloves пара перчаток
a pocket карман
a hanky носовой платок
to put on надевать
to take off снимать
outdoors на улице, на открытом воздухе
winter зима
summer лето
to swim плавать

Пояснения к чтению

bag	box	bag	big	**u**p	[ou] [ou]	[ʌ]
hat	pocket	hanky	winter	summer	'overcoat	gloves

On a Frosty Day

sled санки
cold холодный
frosty морозный
sun солнце
right хорош

Lesson 14

hair волосы
an ear ухо
a nose нос
a mouth рот
left левый
right правый
finger палец
point to показывать пальцем, указывать
to guess угадать; отгадать
to repeat повторять
to tell сказать; рассказать

Пояснения к чтению

pair	**near**	close	count	pen	**night**	pen	[g]	[ŋg]
hair	**ear**	nose	mount	left	**right**	tell	**guess**	**'finger**

Приказания и просьбы

Утвердительные предложения	Отрицательные предложения
'Take my ↘pen. Возьми мою ручку. 'Go to the ↘door. 'Touch his ↗hand, please.	'Don't take my ↘pen. Не бери мою ручку 'Don't go to the ↘door. 'Don't touch his ↗hand, please.

Lesson 15

a head голова
a neck шея
an arm рука (*от плеча до кисти*)
a back спина
a leg нога
a foot нога, ступня
feet ноги, ступни
spare лишний

Пояснения к чтению

bread	pen	car	book	green	pen	[ɛə]
head	neck	arm	foot	feet	leg	spare

Lesson 16

Местоимения

get out of bed вставать с постели
a bedroom спальня
a living-room общая комната
cold холодный
hot горячий
before перед; перед тем, как

Пояснения к чтению

car	['kʌbəd]	[ʌ]	[ou]	[ɔ:]
arm-chair	cupboard	'other	cold	be'fore

Lesson 17

whose чей
clean чистый
dirty грязный
tall высокий
What a shame! Как тебе не стыдно!

Пояснения к чтению

[uː]	ball	girl	take
whose	tall	dirty	shame

Lesson 18

here здесь; сюда
that тот, та, то
there там
a letter письмо
a pen-friend друг по переписке
England Англия
about о, про
myself я сам, я сама
about myself о себе
to play tennis играть в теннис
if you like если хочешь
With best wishes. С наилучшими пожеланиями.

Пояснения к чтению

they	English	pen	[ɪ] [ɪz]
that	England	best	wishes

nose нос
mouth рот
eft левый
ight правый
указывать
to guess угадать; отгадать
to repeat повторять
to tell сказать; рассказать

Пояснения к чтению

pair	near	close	count	pen	night	pen	[g]	[ŋg]
hair	ear	nose	mount	left	right	tell	guess	'finger

Пояснения к чтению

[ði:z]	close	nine	show
these	those	mine	know

My — Mine and **Your — Yours**

Запомните, что за местоимениями **my, your** всегда следуют существительные, тогда как **mine** и **yours** употребляются без существительных. Сравните:

It is **my book.** = It is **mine.**
It is **my dog.** = It is **mine.**
It is **your book.** = It is **yours.**
It is **your dog.** = It is **yours.**

Little Birdie

a birdie птичка
hopping gaily весело прыгающая
daily ежедневно
pecking crumbs to take your nest клюёшь крошки и относишь их в гнездо
best больше всех

Lesson 20

an arm-chair кресло
a cupboard буфет, шкаф
to get out of bed вставать с постели
a bedroom спальня
a living-room общая комната
other другой
to make a bed стелить постель
cold холодный
hot горячий
before перед; перед тем, как

Пояснения к чтению

car	[ˈkʌbəd]	[ʌ]	[ou]	[ɔ:]
arm-chair	**cupboard**	ˈother	cold	beˈ**fore**

Обратите внимание на написание слов **knife** и **shelf** во множественном числе:

a knife (нож) — knives (ножи)
a shelf (полка) — shelves (полки)

Lesson 21

thin тонкий **thick** толстый **there** туда

Пояснения к чтению

three	**th**ree
thin	**th**ick

Сравнительная степень прилагательных

При сравнении двух предметов слова, обозначающие признаки (прилагательные), употребляются в сравнительной степени, например:

This pencil is long, but that pencil is longer.

Этот карандаш длинный, а тот карандаш длиннее.

В предложении but that pencil is longer прилагательное long в сравнительной степени имеет окончание [ə]. На письме это окончание обозначается буквами **er:**

long — длинный; long**er** — длиннее

Прилагательные, состоящие из одного или двух слогов, образуют степени сравнения при помощи окончания [ə] **-er**, например:

small — small**er**	thick — thick**er**	tall — tall**er**
short — short**er**	large — larg**er**	light — light**er**

Некоторые прилагательные при прибавлении окончания **-er** изменяются в написании. Запомните:

thin — thi**nn**er	heavy — heav**i**er
big — bi**gg**er	dirty — dirt**i**er
funny — funn**i**er	

My Feet

without без
socks носки
grass трава
rocks камни
field поле
both оба, обе
feel cool чувствуют прохладу

Lesson 22

a **lion** лев
a **tiger** тигр
a **kangaroo** кенгуру
a **giraffe** жираф
an **elephant** слон
a **donkey** осёл
than чем
strong сильный
coat шубка *(животного)*
an **animal** животное
grass трава

Пояснения к чтению

[aɪə]	[aɪ]	[dʒɪ'rɑːf]	[f]	[ɔ]	[æ]
lion	'tiger	**giraffe**	'elephant	'donkey	'animal

bag	class	long
than	grass	strong

Lesson 23

a **cousin** двоюродный брат; двоюродная сестра
an **uncle** дядя
a **man** мужчина, человек
an **aunt** тётя
a **woman** женщина
to visit навещать
a **town** город
a **village** деревня
to come приезжать
sometimes иногда
there там
a **bus** автобус
to teach учить
the Teachers' Room учительская

Пояснения к чтению

up	bag	now	up	clean
uncle	man	town	bus	teach

[ʌ]	[ɑ]	[u]	[ɪdʒ]	[ʌ]
cousin	aunt	'woman	'village	'sometimes

Существительные, оканчивающиеся на свистящие и шипящие звуки [s], [z], [ʃ], [tʃ], [dʒ], во множественном числе принимают окончание [ɪz]:

box — boxes [ɪz]	exercise — exercises [ɪz]
fox — foxes [ɪz]	wish — wishes [ɪz]
bus — buses [ɪz]	match — matches [ɪz]
dress — dresses [ɪz]	village — villages [ɪz]

На письме это окончание передаётся буквами **es** или только одной буквой **s**, если в конце слова есть буква **e**:

bus + **es** = buses
village + **s** = villages

The Family

so full of cheer такой весёлый

Lesson 24

best больше всего

Превосходная степень прилагательных

Для того чтобы сказать по-английски, что один из нескольких сравниваемых предметов *самый большой, самый маленький, самый высокий*, то есть употребить прилагательное в превосходной степени, нужно к прилагательному прибавить окончание [ɪst] **-est**.

Перед прилагательными в превосходной степени употребляется артикль **the**.

По этому правилу образуется превосходная степень прилагательных, состоящих из одного или двух слогов.

tall	— taller	— **the** tall**est**
высокий	— выше	— самый высокий
long	— longer	— **the** long**est**
длинный	— длиннее	— самый длинный
small	— smaller	— **the** small**est**
маленький	— меньше	— самый маленький

Некоторые прилагательные при прибавлении окончания изменяются в написании. Запомните:

thin	— thi**nn**er	— the thi**nn**est
big	— bi**gg**er	— the bi**gg**est
funny	— fu**nn**ier	— the fu**nn**iest
heavy	— heav**i**er	— the heav**i**est
dirty	— dirt**i**er	— the dirt**i**est
hungry	— hungr**i**er	— the hungr**i**est

Lesson 25

the first первый
the second второй
the third третий

Пояснения к чтению

girl	[e]	girl
first	'second	third

Образование порядковых числительных

Порядковые числительные, начиная с четвёртого, образуются прибавлением к числам окончания [θ] **-th**, например:

four — four**th**
five — fif**th**
six — six**th**
seven — seven**th**
eight — eigh**th**
nine — nin**th**, etc.

Обратите внимание на написание числительных *пятый* и *девятый:*

five — fifth [fɪfθ]
nine — ninth [naɪnθ]

Lesson 26

a hall зал
a New Year tree новогодняя ёлка
beautiful красивый
a lamp лампочка
to dance танцевать
Father Frost Дед Мороз
warm тёплый
a present подарок
an apple яблоко
holidays каникулы
Santa Claus (*название Деда Мороза в Англии*)
Christmas рождество (*праздник в Англии*)
a stocking чулок
a year год
Hyde Park Гайд Парк (*парк в Лондоне*)

Пояснения к чтению

near	bag	box	bag
year	lamp	frost	apple

[ju:]	[ɑ]	[e]	[ɔ][ɪ]
ˈbeautiful	dance	ˈpresent	ˈholidays

[æ]	[ɔ:z]	[k]	[aɪ]
ˈSanta	ˈClaus	ˈChristmas	ˈHyde Park

Lesson 27

Monday понедельник
Tuesday вторник
Wednesday среда
Thursday четверг
Friday пятница
Saturday суббота
a calendar календарь
a week неделя
this is the way вот как

Пояснения к чтению

gr**ee**n	c**ur**tain
w**ee**k	Th**ur**sday

[ʌ]	[ju:]	[n]
'Monday	'T**ue**sday	'We**dn**esday

[aɪ]	[æ][ə]	[æ]
'Friday	'S**a**t**ur**day	'c**a**lendar

Lesson 28

thirty тридцать
minute минута

It is ten minutes **past** three.	Десять минут четвёртого.
It is half **past** three.	Полчаса четвёртого.
It is ten minutes **to** four.	Без десяти четыре.

Пояснения к чтению

	[ɪ][ɪ]	[ɑ]	[ɑ]
g**ir**l	'minute	h**al**f	p**a**st
th**ir**ty			

Lesson 29

an Arithmetic lesson урок арифметики
a Singing lesson урок пения
a Drawing lesson урок рисования
a Physical Training lesson урок физкультуры
a Handwork lesson урок труда

to begin начинать
early рано
homework домашнее задание
to do sums решать примеры
a break перемена
a playground спортплощадка
hopscotch игра в классы
game игра

Пояснения к чтению

again	box	count	take
'training	scotch	ground	game
[θ]	['fɪzɪkl]	[ə:]	[eɪ]
a'rithmetic	**physical**	'early	break

Lesson 30

a hundred сто
how much как много, сколько
which который, которая, которое
page страница
minus минус

Пояснения к чтению

up	where	cage	[aɪ]
hundred	which	page	'minus

Числительные

Числительные-десятки *двадцать, тридцать, сорок* и так далее образуются прибавлением [tɪ] **-ty** к числам единиц. Обратите внимание на произношение и написание следующих числительных:

two — twenty
three — thirty
four — forty
five — fifty

How Many?

a second секунда
no more не больше
sun солнце
an hour час
a month месяц
the calendar makes clear как показывает календарь

Lesson 31

It is cold. Холодно.
snow снег
a snowman снежная баба
a snowball снежный ком
to ski кататься на лыжах
down the hill вниз с горы
Why? Почему?
because потому что, так как
to skate кататься на коньках
It is hot. Жарко.

Пояснения к чтению

show	big	take	my	box
snow	hill	skate	why	hot

[i:]	[ɔ]	[wɔ:]
ski	be'cause	**warm**

Lesson 32

was был, была, было
were были
before прежде

Пояснения к чтению

[wɔz]	[wə:]
was	**were**

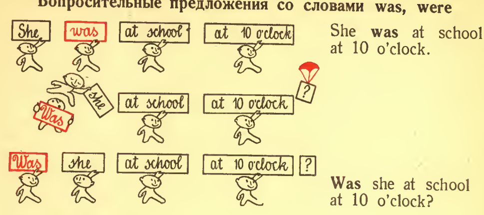
Lesson 33

yesterday вчера
from ... till с ... до
at her grandmother's у бабушки *(дóма)*
at Kate's у Кати *(дóма)*
at my friend's у друга *(дóма)*
over there там
a cover обложка

Пояснения к чтению

[j]	[ʌ]
'yesterday	cover

Вопросительные предложения со словами was, were



She **was** at school at 10 o'clock.

Was she at school at 10 o'clock?

They **were** at home on Sunday.

Were they at home on Sunday?

Lesson 34

a piece кусочек
a tale сказка
field полевая
a field поле
a mouse мышь
they say говорят
thing вещь
poor бедный

at my cousin's у моей двоюродной сестры (брата)
to be afraid бояться
you see видишь ли; понимаешь ли
better лучше
in fear в страхе

Пояснения к чтению

						[i:]	[uə]
count	take	three	again	letter	near	piece	poor
mouse	tale	thing	afraid	better	fear	field	

The Kitchen Mouse

stairs лестница
all round по всему
too слишком
a hole дыра
to catch ловить
to wait ждать
outside снаружи

Lesson 35

weather погода
What is the weather like? Какая погода?
It is warm. Тепло.
fine ясная *(о погоде)*
It is fine. Ясная погода
It is windy. Ветрено.
It snows. / **It is snowing.** } Идёт снег.
It rains. / **It is raining.** } Идёт дождь.
on the ground на земле
wind ветер

Пояснения к чтению

bread	nine	big	again
weather	fine	wind	rain

Rain

It falls Он падает
an umbrella зонтик
a ship корабль
at sea в море

Lesson 36

spring весна
autumn осень
a month месяц
January январь
February февраль
March март
April апрель
May май
June июнь
July июль
August август
September сентябрь
October октябрь
November ноябрь
December декабрь
fog туман
a birthday день рождения

Пояснения к чтению

big	car	day	box	girl
spring	March	May	fog	birthday

[ɔ:] 'autumn [ʌ] month [æ] 'January 'February [eɪ] 'April [u:] June

[aɪ] Ju'ly [ɔ:] 'August Sep'tember [ou] Oc'tober No'vember De'cember

Lesson 37

Простое прошедшее время (Past Indefinite Tense)

Говоря о прошедших действиях, мы должны употреблять глаголы с окончаниями [t], [d] или [ɪd]:

[t]	[d]	[ɪd]
после глухих согласных	после звонких согласных и гласных	после звуков [t] и [d]
washed	cleaned	wanted
jumped	played	tasted
dressed	showed	counted

На письме эти окончания обозначаются буквами **d** и **ed.** Ряд глаголов имеет особую форму в прошедшем времени, например:

I **have** a book. — У меня **есть** книга.
I **had** a book. — У меня **была** книга.
I **do** my lessons every day. — I **did** my lessons yesterday.

did *прошедшее время глагола* **to do**
had *прошедшее время глагола* **to have**
they showed показывали
how как
during во время, в течение
on their way на их пути
a squirrel белка
interest интерес

Пояснения к чтению

		[kw]	
big	bag	squirrel	day
did	had		way

[ʌ]	[juə]
'cover	'during

Lesson 38

a birthday party день рождения *(празднование)*
to have fun веселиться
to stay оставаться

Пояснения к чтению

up	day
fun	stay

Вопросительные предложения с глаголами в прошедшем времени



I **played** in the yard yesterday.



Did I **play** in the yard yesterday?

Отрицательные предложения с глаголами в прошедшем времени









I **played** in the yard yesterday.







I **did not play** in the yard yesterday.

Простое прошедшее время (Past Indefinite Tense)

Утвердительные предложения	Отрицательные предложения
I played football yesterday.	I did not play football yesterday.
You played football yesterday.	You did not play football yesterday.
He played football yesterday.	He did not play football yesterday.
She played football yesterday.	She did not play football yesterday.
We played football yesterday.	We did not play football yesterday.
You played football yesterday.	You did not play football yesterday.
They played football yesterday.	They did not play football yesterday.

Вопросительные предложения	Краткие ответы	
	утвердительные	отрицательные
Did I play football yesterday?	Yes, I did.	No, I did not. (didn't)
Did you play football yesterday?	Yes, you did.	No, you did not. (didn't)
Did he play football yesterday?	Yes, he did.	No, he did not. (didn't)
Did she play football yesterday?	Yes, she did.	No, she did not. (didn't)
Did we play football yesterday?	Yes, we did.	No, we did not. (didn't)
Did you play football yesterday?	Yes, you did.	No, you did not. (didn't)
Did they play football yesterday?	Yes, they did.	No, they did not. (didn't)

The Snowbird

a snowbird зяблик *(птица)*
busy занятый
covered покрыта
merrily весело
chickadee-dee английские созвучия *(пение птички)*

Lesson 39

went *прошедшее время глагола* **to go**
took *прошедшее время глагола* **to take**
gave *прошедшее время глагола* **to give**
put *прошедшее время глагола* **to put**
came *прошедшее время глагола* **to come**
ate *прошедшее время глагола* **to eat**
first сначала, сперва
else ещё
to taste пробовать на вкус

Пояснения к чтению

pen	book	take	take	pen
went	took	gave	came	else

The Cupboard

a key ключ
a lollipop леденец
as dark as dark can be тёмный-претёмный
tasty вкусный
a cake пирожное
as good as good can be хороший-прехороший

Lesson 40

stood *прошедшее время глагола* **to stand**
sat *прошедшее время глагола* **to sit**
brought *прошедшее время глагола* **to bring**
said *прошедшее время глагола* **to say**
could *прошедшее время глагола* **can**
a crane журавль
a bill клюв
Mrs. ['mɪsɪz] миссис *(сокращённое слово, употребляется перед фамилией женщины)*
to teach a lesson проучить
a jar кувшин, банка

Пояснения к чтению

book	bag	take	big
stood	sat	crane	bill

[ɔ:]	[e]	[u]
brought	said	could

Lesson 41

to drop ронять, уронить
to pick up поднимать
to look funny выглядеть смешным
I've dropped я уронил

Пояснения к чтению

box	big
drop	pick

Lesson 42

drew *прошедшее время глагола* **to draw**
wrote *прошедшее время глагола* **to write**
spoke *прошедшее время глагола* **to speak**
read *прошедшее время глагола* **to read**
to belong принадлежать
silently тихо, про себя
out loud вслух

Пояснения к чтению

new	close	close	bread	nine	count
drew	wrote	spoke	read	silently	loud

Lesson 43

bought *прошедшее время глагола* **to buy**
to pay платить
paid *прошедшее время глагола* **to pay**
a shop-girl продавщица
too слишком
bright яркий
a rouble рубль
happy счастливый

Пояснения к чтению

night	again	bag	[ɔ:]	[u:]
bright	paid	happy	bought	rouble

There was an old woman

beat soundly сильно побила
sent послала

Lesson 44

saw *прошедшее время глагола* **to see**
ran *прошедшее время глагола* **to run**
swam *прошедшее время глагола* **to swim**
wore *прошедшее время глагола* **to wear**
quick быстрый
an owl сова
a nut орех
a river река

Пояснения к чтению

bag	bag	now	up
ran	swam	owl	nut

[ɔ:]	[ɔ:]	[ɪ]
saw	wore	'river

Lesson 45

sang *прошедшее время глагола* **to sing**
made *прошедшее время глагола* **to make**
to clap hands хлопать в ладоши
cake торт

Пояснения к чтению

bag	take	bag	take
sang	made	clap	cake

I Wish

I wish that I had хочу, чтобы у меня был
a mat коврик
a corner угол
a birch broom метёлка из берёзовых веток

Lesson 46

met *прошедшее время глагола* **to meet**
fell *прошедшее время глагола* **to fall** падать
began *прошедшее время глагола* **to begin**
to get out вытаскивать
got out *прошедшее время глагола* **to get out**
ice лёд
a candle свеча
a song песня
a baby младенец
What's the matter with him? Что с ним?
to have a bad cold сильно простудиться

Пояснения к чтению

pen	pen	nice	bag	long	take	pen	bag
met	fell	ice	candle	song	baby	tell	matter

Lesson 47

got up *прошедшее время глагола* **to get up**
to celebrate праздновать
so итак
How nice of you! Как мило с вашей (твоей) стороны!

Пояснения к чтению

[e] [eı]
'celebrate

Lesson 48

a woodcutter дровосек
golden золотой
of course конечно
for a long time в течение долгого времени
an answer ответ
porridge овсяная каша
to go to sleep засыпать, уснуть
slept *прошедшее время глагола* **to sleep**

Пояснения к чтению

[ou]	[ɔ:]	[ˈɑnsə]	[dʒ]
ˈgolden	of ˈcourse	**answer**	ˈporri**dge**

Lesson 50

last прошлый
to miss пропускать
you are out ты вышел из игры
a winner победитель
April Fool's Day. «Первый апрель — никому не верь».
a fool дурак, глупец
a sports day день спортивных соревнований
to pin прикалывать
to kick ударять ногой, пинать

Пояснения к чтению

past	big	dinner	too	big	big
last	miss	winner	fool	pin	kick

Lesson 51

a cock петух
cock-a-doodle-do кукареку
a robber разбойник
an idea идея; мысль
I have a good idea. Я что-то придумал.

A Foolish Man

foolish глупый
always всегда
a saucepan кастрюля
It always makes my ears so sore. Она всегда натирает мне уши.
to think думать
a frying-pan сковорода

Lesson 52

to be быть
must должен

Спряжение глагола must

Утвердительные предложения	Отрицательные предложения	Вопросительные предложения
I must do it.	I must not do it.	Must I do it?
You must do it.	You must not do it.	Must you do it?
He must do it.	He must not do it.	Must he do it?
She must do it.	She must not do it.	Must she do it?
We must do it.	We must not do it.	Must we do it?
You must do it.	You must not do it.	Must you do it?
They must do it.	They must not do it.	Must they do it?

Lesson 53

a tie галстук
a drum барабан
a bugle горн
a banner знамя
a pioneer пионер
a pioneer leader пионервожатый
always всегда
a slogan лозунг
Long live... Да здравствует...
peace мир

Пояснения к чтению

up	bag	clean	clean
drum	banner	leader	peace

[aı]	[ju:]	[aıə] [ıə]	[ɔ:]	[ou]
tie	bugle	ˌpioˈneer	ˈalways	ˈslogan

Always Ready

healthy здоровый
merry весёлый
we pass мы идём
foes враги
for the working class за трудящихся
we march мы шагаем
great великий
life жизнь
an enemy враг
for struggle and strife к борьбе и боям

Lesson 54

Простое будущее время (Future Indefinite Tense)

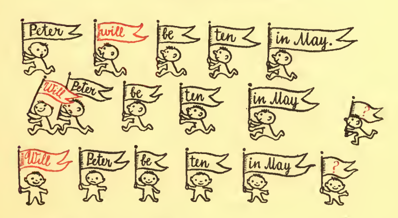
Будущее время глаголов Future Indefinite Tense в английском языке образуется при помощи вспомогательных слов **shall** или **will** и глагола в основной форме, например:

В июне мне будет девять лет.
I **shall be** nine in June.

В мае Пете исполнится десять лет.
Peter **will be** ten in May.

Они пойдут в кино в воскресенье.
They **will go** to the cinema on Sunday.

Вопросительные предложения в будущем времени



Peter **will be** ten in May.
Will Peter **be** ten in May?

I **shall** **be** ten in June.



Shall I **be** ten in June?

tomorrow завтра
next следующий

date дата, число

Пояснения к чтению

wind**ow**	p**e**n	l**a**te
to'morr**ow**	n**e**xt	d**a**te

Lesson 55

Спряжение глагола to be в будущем времени (Future Indefinite Tense)

Утвердительные предложения	Отрицательные предложения
I shall be ten in May. You will be ten in May. He will be ten in May. She will be ten in May. We shall be ten in May. You will be ten in May. They will be ten in May.	I shall not be ten in May. You will not be ten in May. He will not be ten in May. She will not be ten in May. We shall not be ten in May. You will not be ten in May. They will not be ten in May.

Вопросительные предложения	Краткие ответы	
	утвердительные	отрицательные
Shall I be ten in May?	Yes, I shall.	No, I shall not.
Will you be ten in May?	Yes, you will.	No, you will not.
Will he be ten in May?	Yes, he will.	No, he will not.
Will she be ten in May?	Yes, she will.	No, she will not.
Shall we be ten in May?	Yes, we shall.	No, we shall not.
Will you be ten in May?	Yes, you will.	No, you will not.
Will they be ten in May?	Yes, they will.	No, they will not.

В разговорной речи в утвердительных предложениях вместо **shall** и **will** употребляется сокращение **-'ll** [l]:

He'll be ten in May.

В отрицательных предложениях вместо **shall not** употребляется сокращение **shan't,** а вместо **will not — won't:**

I shan't [ʃɑ:nt] be nine in June.
He won't [wount] be ten in July.

an axe топор
silver серебряный
Mercury Меркурий

Пояснения к чтению

bag	big	['mə:kjuərɪ]
axe	silver	**Mercury**

Lesson 56

to wait ждать
bad плохой
a concert концерт
to act a play ставить пьесу

Пояснения к чтению

again	box
wait	concert

Lesson 57

a snowdrop подснежник

a holiday праздник

May Day

a band оркестр

thousand тысяча

for так как

glorious славный

Lesson 58

a match матч

form класс

lazy ленивый

a penny пенни *(английская бронзовая монета)*

Пояснения к чтению

short	baby	pen
form	lazy	penny

Lesson 59

a string бечёвка

to pull тянуть

money деньги

Пояснения к чтению

spring	[u]	[ʌ] [ɪ]
string	pull	'money

Twenty Froggies

a frog лягушка
froggies лягушата
down beside около
a pool пруд
that is how вот как
to keep the rule соблюдать правила
grew up fast быстро выросли
became стали
at last наконец
forgot забыли
a lot много

Lesson 60

a camp лагерь
a poem стихотворение
a dialogue диалог
to dramatize инсценировать

Пояснения к чтению

bag	[ouɪ]	[aɪə][ɔ]	[æ] [aɪ]
camp	'poem	'dialogue	'dramatize

VOCABULARY

A

a [ə] артикль
about [ə'baut] о
  about myself о себе
afraid [ə'freɪd]: **I am afraid** я боюсь
after ['ɑ:ftə] после
  after breakfast после завтрака
  after dinner после обеда
  after supper после ужина
  after school после занятий
afternoon ['ɑ:ftə'nu:n] время после полудня
  Good afternoon. Добрый день. *(при встрече во второй половине дня)*
  in the afternoon днём
again [ə'gein] снова; опять
all [ɔ:l] все, всё
  all right хорошо
  all of you все
  That's all right. Пожалуйста. *(в ответ на* **Thank you;** *в ответ на* **I am sorry)**
always ['ɔ:lwəz] всегда
am [æm, əm] нахожусь *(вспомогательное слово)*
an [ən] артикль
and [ænd, ənd] и, а
animal ['ænɪməl] животное
answer ['ɑ:nsə] отвечать; ответ
any ['enɪ] некоторое количество
apple [æpl] яблоко
April ['eɪprɪl] апрель
  April Fool's Day. «Первый апрель — никому не верь».
are [ɑ:, ə] находятся *(вспомогательное слово)*
arithmetic [ə'rɪθmətɪk] арифметика
arm [ɑ:m] рука *(от плеча до кисти)*
arm-chair ['ɑ:mtʃεə] кресло
ask [ɑ:sk] спрашивать
at [ət] у, за, в
  at the blackboard у доски
  at the desk за партой
  at school в школе
  at 8 o'clock в 8 часов
ate [et] *прошедшее время глагола* **to eat**

August ['ɔ:gəst] август
aunt [ɑ:nt] тётя
autumn ['ɔ:təm] осень
axe [æks] топор

B

baby ['beɪbɪ] маленький ребёнок, младенец
back [bæk] спина
back [bæk] назад, обратно
come back вернуться, возвратиться
bad [bæd] плохой
badminton ['bædmɪntən] бадминтон
bag [bæg] сумка, портфель, мешок
ball [bɔ:l] мяч
banner ['bænə] знамя
bathroom ['bɑ:θrum] ванная
be [bi:] быть *(вспомогательный глагол)*
bear [bɛə] медведь
beautiful ['bju:tɪful] красивый
because [bɪ'kɔz] потому что, так как
bed [bed] кровать
go to bed ложиться спать
in bed в постели
out of bed с постели
bedroom ['bedrum] спальня
before [bɪ'fɔ:] перед, прежде, перед тем как
began [bɪ'gæn] *прошедшее время глагола* **to begin**
begin [bɪ'gɪn] начинать, начинаться
behind [bɪ'haɪnd] сзади, позади
belong [bɪ'lɔŋ] принадлежать
bench [bentʃ] скамья
best [best] лучший, больше всего
better ['betə] лучше
between [bɪ'twi:n] между
big [bɪg] большой
bill [bɪl] клюв
birthday ['bə:θdeɪ] день рождения
birthday party день рождения *(празднование)*
black [blæk] чёрный
blackboard ['blækbɔ:d] классная доска
blue [blu:] голубой, синий
book [buk] книга
bookcase ['bukkeɪs] книжный шкаф
bookshelf ['bukʃelf] книжная полка
boot [bu:t] ботинок
bottle [bɔtl] бутылка
bought [bɔ:t] *прошедшее время глагола* **to buy**
box [bɔks] коробка, ящик
boy [bɔɪ] мальчик
bread [bred] хлеб
bread and butter хлеб с маслом
break [breɪk] перемена *(в школе)*
breakfast ['brekfəst] завтрак
for breakfast на завтрак

bring [brɪŋ] приносить
brother ['brʌðə] брат
brought [brɔ:t] *прошедшее время глагола* **to bring**
brown [braun] коричневый
bugle [bju:gl] горн
bus [bʌs] автобус
but [bʌt] но
butter ['bʌtə] масло
buy [baɪ] покупать

C

cage [keɪdʒ] клетка
cake [keɪk] торт; пирожное
calendar ['kælɪndə] календарь
came [keɪm] *прошедшее время глагола* **to come**
camp [kæmp] лагерь
can [kæn] могу, можешь, может, можем, можете, могут
candle [kændl] свеча
car [kɑ:] автомобиль
carpet ['kɑ:pɪt] ковёр
carry ['kærɪ] нести
cat [kæt] кошка
celebrate ['selɪbreɪt] праздновать
chair [tʃɛə] стул
chalk [tʃɔ:k] мел
cheese [tʃi:z] сыр
chess [tʃes] шахматы
children ['tʃɪldrən] дети
chocolate ['tʃɔkəlɪt] шоколад
chocolates ['tʃɔkəlɪts] шоколадные конфеты
chop [tʃɔp] котлета *(отбивная)*
cinema ['sɪnɪmə] кино
clap [klæp] хлопать
clap hands хлопать в ладоши
class [klɑ:s] класс
classroom ['klɑ:srum] класс; классная комната
clean [kli:n] стирать, чистить; чистый
clever ['klevə] умный
clock [klɔk] часы
close [klouz] закрывать
coat [kout] пиджак; пальто; шубка *(животного)*
cock [kɔk] петух
cock-a-doodle-doo ['kɔkədu:dl 'du:] кукарекý
coffee ['kɔfɪ] кофе
cold [kould] холодный
It is cold. Холодно.
have a bad cold сильно простудиться
colour ['kʌlə] раскрашивать; цвет
What colour ... Какого цвета ...
coloured pencils цветные карандаши
come [kʌm] приходить, подходить, приезжать
concert ['kɔnsət] концерт
copy-book ['kɔpɪbuk] тетрадь
could [kud] *прошедшее время глагола* **can**
count [kaunt] считать
cousin [kʌzn] двоюродный брат; двоюродная сестра

cover ['kʌvə] закрывать, обёртывать; обложка
crane [krein] журавль
cup [kʌp] чашка
cupboard ['kʌbəd] буфет; шкаф
curtain [kə:tn] занавеска
cut [kʌt] резать
cut out вырезать

D

daddy ['dædi] папа
dance [dɑ:ns] танцевать; танец
date [deit] дата, число
day [dei] день
one day однажды
dear [diə] дорогой
December [di'sembə] декабрь
desk [desk] парта
dialogue ['daiəlɔg] диалог *(разговор между двумя людьми)*
did [did] *прошедшее время глагола* **to do**
dinner ['dinə] обед
dirty ['də:ti] грязный
do [du:] делать, выполнять *(вспомогательное слово)*
do morning exercises делать утреннюю зарядку
do sums решать примеры
doctor ['dɔktə] доктор, врач
does [dʌz] делает, выполняет *(вспомогательное слово)*
dog [dɔg] собака
doll [dɔl] кукла
donkey ['dɔŋki] осёл
door [dɔ:] дверь
down [daun] вниз
dramatize ['dræmətaiz] инсценировать
draw [drɔ:] рисовать
drawing ['drɔ:iŋ] рисование
dress [dres] одеваться; платье
drew [dru:] *прошедшее время глагола* **to draw**
drop [drɔp] ронять, уронить
drum [drʌm] барабан
during ['djuəriŋ] во время, в течение

E

ear [iə] ухо
early ['ə:li] рано
eat [i:t] есть, кушать
eight [eit] восемь
eighteen ['ei'ti:n] восемнадцать
eighty ['eiti] восемьдесят
elephant ['elifənt] слон
eleven [i'levn] одиннадцать
else [els] ещё
England ['iŋglənd] Англия
English ['iŋgliʃ] английский
evening ['i:vniŋ] вечер
every ['evri] каждый
exercise ['eksəsaiz] упражнение
eyes [aiz] глаза

F

face [feis] лицо
factory ['fæktəri] фабрика, завод
fall [fɔ:l] падать

family ['fæmılı] семья
father ['fɑ:ðə] отец
Father Frost Дед Мороз
fear [fıə] страх
in fear в страхе
February ['februərı] февраль
feet [fi:t] ноги *(ступни)*
fell [fel] *прошедшее время глагола* **to fall**
field [fi:ld] поле; полевая
fifteen ['fif'ti:n] пятнадцать
fifth [fıfθ] пятый
fifty ['fıftı] пятьдесят
film [fılm] фильм
find [faınd] находить
fine [faın] хорошая, ясная *(о погоде)*
finger ['fıŋgə] палец
fire ['faıə] огонь; костёр
first [fə:st] первый; сначала, сперва
fish [fıʃ] рыба; ловить рыбу
five [faıv] пять
flat [flæt] квартира
floor [flɔ:] пол
flower ['flauə] цветок
fog [fɔg] туман
fool [fu:l] дурак, глупец
foot [fut] нога *(ступня)*
football ['futbɔ:l] футбол
for [fɔ:, fə] для, за *(вместо)*
fork [fɔ:k] вилка
form [fɔ:m] класс
forty ['fɔ:tı] сорок
four [fɔ:] четыре
fourteen ['fɔ:'ti:n] четырнадцать
fox [fɔks] лиса
Friday ['fraıdı] пятница
friend [frend] друг, подруга
from [frɔm, frəm] из; от
from ... till с ... до
fun [fʌn] веселье
to have fun веселиться
funny ['fʌnı] смешной

G

game [geım] игра
gave [geıv] *прошедшее время глагола* **to give**
get out ['get'aut] вытаскивать
get out of bed подниматься с постели
get up ['get'ʌp] вставать
giraffe [dʒı'rɑ:f] жираф
girl [gə:l] девочка
give [gıv] дать, давать
glad [glæd] довольный
glass [glɑ:s] стакан
glove [glʌv] перчатка
go [gou] ходить, идти
go by bus ехать автобусом
go by tram ехать трамваем
go to sleep засыпать, уснуть
golden ['gouldən] золотой
good [gud] хороший, хорошо
Good-bye. До свидания.
got out ['gɔt'aut] *прошедшее время глагола* **to get out**
got up ['gɔt 'ʌp] *прошедшее время глагола* **to get up**
grandfather ['grænd,fɑ:ðə] дедушка

grandmother [ˈɡræn,mʌðə] бабушка
grass [ɡrɑ:s] трава
gray [ɡreɪ] серый
green [ɡri:n] зелёный
ground [ɡraund] земля
guess [ɡes] угадать; отгадать

H

had [hæd] *прошедшее время глагола* **to have**
hair [hɛə] волосы
half [hɑ:f] половина
hall [hɔ:l] зал
hand [hænd] рука *(кисть)*; стрелка часов
Handwork [ˈhændwə:k] **lesson** урок труда
hanky [ˈhæŋkɪ] носовой платок
happy [ˈhæpɪ] счастливый
has [hæz] имеет
hat [hæt] шляпа
have [hæv] иметь
he [hi:] он
head [hed] голова
heavy [ˈhevɪ] тяжёлый
help [help] помогать
her [hə:] её, ей
here [hɪə] здесь
  Here is ... Вот ...
hide [haɪd] прятаться
hide-and-seek [ˈhaɪdəndˈsi:k] прятки *(детская игра)*
hill [hɪl] гора
  down the hill вниз с горы
him [hɪm] ему, его
his [hɪz] его, свой
holiday [ˈhɔlədɪ] праздник
  holidays [ˈhɔlədɪz] каникулы
home [houm] дом
homework [ˈhoumwə:k] домашнее задание
hopscotch [ˈhɔpskɔtʃ] «классы» *(детская игра)*
  to play hopscotch играть в «классы»
hot [hɔt] горячий, жаркий
  It is hot. Жарко.
house [haus] дом
how [hau] как
how many... [ˈhau ˈmenɪ] сколько...
how much ... [ˈhau ˈmʌtʃ] сколько...
How old are you? Сколько тебе лет?
hullo [həˈlou] здравствуй, алло
hundred [ˈhʌndrəd] сто
hungry [ˈhʌŋɡrɪ] голодный
hunter [ˈhʌntə] охотник

I

I [aɪ] я
ice [aɪs] лёд; мороженое
idea [aɪˈdɪə] идея; мысль
if [ɪf] если
ill [ɪl] больной
in [ɪn] в, на
  in front of перед, впереди
ink [ɪŋk] чернила
ink-well [ˈɪŋk,wel] чернильница
interest [ˈɪntrɪst] интерес

interesting [ˈɪntrɪstɪŋ] интересный
into [ˈɪntu, ˈɪntə] в *(внутрь)*
is [ɪz] находится *(вспомогательное слово)*
it [ɪt] он, она, оно *(о предметах и о животных)*
its [ɪts] его, её

J

jam [dʒæm] варенье
January [ˈdʒænjuərɪ] январь
jar [dʒɑ:] банка; кувшин
July [dʒuˈlaɪ] июль
jump [dʒʌmp] прыгать
June [dʒu:n] июнь
just [dʒʌst] как раз

K

kangaroo [ˌkæŋgəˈru:] кенгуру
kick [kɪk] ударять ногой, пинать
kill [kɪl] убивать
kitchen [ˈkɪtʃɪn] кухня
knife [naɪf] нож
know [nou] знать

L

lake [leɪk] озеро
lamp [læmp] лампочка, лампа
large [lɑ:dʒ] большой
last [lɑ:st] прошлый
late [leɪt] поздно
laugh [lɑ:f] смеяться
lazy [ˈleɪzɪ] ленивый
left [left] левый
on the left слева
leg [leg] нога
lesson [lesn] урок
let's [lets] давай, давайте
letter [ˈletə] письмо; буква
light [laɪt] лёгкий *(не тяжёлый)*
like [laɪk] нравиться, любить
if you like если хочешь
lion [ˈlaɪən] лев
listen [lɪsn] слушать
little [lɪtl] маленький
live [lɪv] жить
living-room [ˈlɪvɪŋrum] общая комната
London [ˈlʌndən] Лондон
long [lɔŋ] длинный
Long live ... Да здравствует ...
look (at) [luk] смотреть (на)
look about осматриваться
look funny выглядеть смешным
look out выглядывать
lot: a lot of много, большое количество

M

made [meɪd] *прошедшее время глагола* **to make**
make [meɪk] сделать, делать
make a bed стелить постель
man [mæn] мужчина; человек
many [ˈmenɪ] много
map [mæp] карта
March [mɑ:tʃ] март

match [mætʃ] спичка; матч
May [meɪ] май
May I...? Можно мне... ?
me [mi:] мне; меня
meat [mi:t] мясо
meet [mi:t] встречать
met [met] *прошедшее время глагола* **to meet**
milk [mɪlk] молоко
mine [maɪn] мой, моя, моё, мои
minus ['maɪnəs] минус
minute ['mɪnɪt] минута
miss [mɪs] пропускать
Monday ['mʌndɪ] понедельник
money ['mʌnɪ] деньги
monkey ['mʌŋkɪ] обезьяна
month [mʌnθ] месяц
morning ['mɔ:nɪŋ] утро
mother ['mʌðə] мать
mouse [maus] мышь
mouth [mauθ] рот
Mr. ['mɪstə] мистер *(сокращённое слово, употребляется перед фамилией мужчины)*
Mrs. ['mɪsɪz] миссис *(сокращённое слово, употребляется перед фамилией женщины)*
much [mʌtʃ] много
mummy ['mʌmɪ] мама
must [mʌst] должен
my [maɪ] мой, моя, моё, мои
myself [maɪ'self] сам, сама

N

name [neɪm] имя
near [nɪə] около, возле
neck [nek] шея
need [ni:d] нуждаться
new [nju:] новый
next [nekst] следующий; затем, потом
nice [naɪs] хороший, приятный, красивый
How nice of you! Как мило с вашей стороны!
night [naɪt] ночь
nine [naɪn] девять
nineteen ['naɪn'ti:n] девятнадцать
ninety ['naɪntɪ] девяносто
no [nou] нет
noise [nɔɪz] шум
nose [nouz] нос
not [nɔt] не
Not at all. Не за что. *(в ответ на благодарность)*
notebook ['noutbuk] тетрадь
November [nou'vembə] ноябрь
now [nau] сейчас, теперь
nut [nʌt] орех

O

October [ɔk'toubə] октябрь
of course [əv'kɔ:s] конечно
off [ɔf] с, прочь
often [ɔfn] часто
Oh! [ou] О! Ох! *(восклицание)*
old [ould] старый
on [ɔn] на, в
one [wʌn] один, одна, одно
only ['ounlɪ] только
open ['oupən] открывать

or [ɔ:] или
other ['ʌðə] другой; другая, другое, другие
our ['auə] наш, наша, наше, наши
out [aut] вне
outdoors ['autdɔ:z] на улице, на открытом воздухе
out loud ['aut'laud] вслух
out of ['aut əv] из
over ['ouvə]: **to be over** заканчиваться
over there там
overcoat ['ouvəkout] пальто
owl [aul] сова

P

page [peɪdʒ] страница
paid [peɪd] *прошедшее время глагола* **to pay**
pair [pɛə] пара
in pairs парами
paper ['peɪpə] бумага; бумажный
park [pɑ:k] парк
past [pɑ:st] после
It is ten minutes past four. Десять минут пятого.
pay [peɪ] платить
peace [pi:s] мир
pen [pen] ручка
pen-friend ['penfrend] друг по переписке
pencil [pensl] карандаш
pencil-box ['penslbɔks] пенал
penny ['penɪ] пени *(английская бронзовая монета)*
physical 'training ['fɪzɪkəl'treɪnɪŋ] физкультура
pick [pɪk] собирать, срывать
pick flowers рвать цветы
pick up ['pɪk'ʌp] поднять
picture ['pɪktʃə] картина, картинка
piece [pi:s] кусок
pin [pɪn] приколоть; булавка
pioneer [ˌpaɪə'nɪə] пионер
pioneer leader ['paɪənɪə'li:də] пионервожатый, пионервожатая
plate [pleɪt] тарелка
play [pleɪ] играть; пьеса
act a play ставить пьесу
playground ['pleɪgraund] спортивная площадка
please [pli:z] пожалуйста *(в ответ на просьбу)*
plus [plʌs] плюс
pocket ['pɔkɪt] карман
poem ['pouɪm] стихотворение
point [pɔɪnt] показывать пальцем; указывать
poor [puə] бедный
porridge ['pɔrɪdʒ] овсяная каша
present ['prezənt] подарок
pull [pul] тянуть
put [put] положить, класть; *прошедшее время глагола* — **to put**
put on ['put'ɔn] надевать

Q

question ['kwestʃən] вопрос

quick [kwɪk] быстрый
quickly ['kwɪklɪ] быстро

R

rain [reɪn] дождь
It is raining. Идёт дождь.
ran [ræn] *прошедшее время глагола* **to run**
read [ri:d] читать
read [red] *прошедшее время глагола* **to read**
ready ['redɪ] готовый; готов
red [red] красный
repeat [rɪ'pi:t] повторять
right [raɪt] правый, правильный
river ['rɪvə] река
robber ['rɔbə] разбойник
room [rum] комната
rouble [ru:bl] рубль
run [rʌn] бегать
run away убегать
Russian [rʌʃn] русский

S

said [sed] *прошедшее время глагола* **to say**
salt [sɔ:lt] соль
sang [sæŋ] *прошедшее время глагола* **to sing**
sat [sæt] *прошедшее время глагола* **to sit**
Saturday ['sætədɪ] суббота
saw [sɔ:] *прошедшее время глагола* **to see**
say [seɪ] говорить, сказать
school [sku:l] школа
schoolboy ['sku:lbɔɪ] школьник
schoolgirl ['sku:lgə:l] школьница
second ['sekənd] второй; секунда
see [si:] видеть
you see видишь ли; понимаешь ли
sentence ['sentəns] предложение
September [səp'tembə] сентябрь
seven [sevn] семь
seventeen ['sevn'ti:n] семнадцать
seventy ['sevntɪ] семьдесят
shall [ʃæl, ʃəl] *вспомогательное слово для образования будущего времени*
she [ʃi:] она
shelf [ʃelf] полка
shirt [ʃə:t] рубашка
shoe [ʃu:] туфля
shop [ʃɔp] магазин
shop-girl ['ʃɔpgə:l] продавщица
short [ʃɔ:t] короткий
show [ʃou] показывать, показать
silently ['saɪləntlɪ] тихо, про себя
silver ['sɪlvə] серебряный
sing [sɪŋ] петь
singing ['sɪŋɪŋ] пение
sir [sə:] сэр
sister ['sɪstə] сестра
sit [sɪt] сидеть
six [sɪks] шесть
sixteen ['sɪks'ti:n] шестнадцать
sixty ['sɪkstɪ] шестьдесят
skate [skeɪt] кататься на коньках
ski [ski:] кататься на лыжах
sleep [sli:p] спать

slept [slept] *прошедшее время глагола* **to sleep**
slogan ['slougən] лозунг
small [smɔ:l] маленький
snow [snou] снег
It is snowing. Идёт снег.
snowball ['snoubɔ:l] снежный ком
snowdrop ['snoudrɔp] подснежник
snowman ['snou'mæn] снежная баба, снеговик
so [sou] такой; так; итак
sofa ['soufə] диван
some [sʌm, səm] некоторое количество
sometimes ['sʌmtaımz] иногда
song [sɔŋ] песня
sorry ['sɔrı]: **I am sorry.** Простите. Жаль.
sound [saund] звук
soup [su:p] суп
spare [spɛə] лишний
speak [spi:k] говорить
spell [spel] называть буквы сло́ва
spoke [spouk] *прошедшее время глагола* **to speak**
spoon [spu:n] ложка
spring [sprıŋ] весна
squirrel ['skwırəl] белка
stand [stænd] стоять
stay [steı] оставаться
stick [stık] палка
stocking ['stɔkıŋ] чулок
stood [stud] *прошедшее время глагола* **to stand**
story ['stɔ:rı] рассказ
street [stri:t] улица
string [strıŋ] бечёвка
strong [strɔŋ] сильный
study ['stʌdı] учиться; изучать
sugar ['ʃugə] сахар
sum [sʌm] арифметический пример
do sums решать примеры
summer ['sʌmə] лето
Sunday ['sʌndı] воскресенье
supper ['sʌpə] ужин
swam [swæm] *прошедшее время глагола* **to swim**
sweet [swi:t] конфета; сладкий
swim [swım] плавать

T

table [teıbl] стол
tale [teıl] сказка
tall [tɔ:l] высокий
take [teık] брать
take off снимать
taste [teıst] пробовать на вкус
taste bad быть плохим на вкус
taste good быть хорошим на вкус
tea [ti:] чай
teach [ti:tʃ] учить
teach a lesson проучить
teacher ['ti:tʃə] учитель
team [ti:m] команда
teeth [ti:θ] зубы
tell [tel] сказать; рассказать
ten [ten] десять

than [ðæn, ðən] чем
thank [θæŋk] благодарить
that [ðæt] тот, та
the [ðə, ðɪ] артикль
their [ðεə] их
them [ðem] им; их
then [ðen] тогда, затем
there [ðεə] там; туда
these [ði:z] эти
they [ðeɪ] они
thick [θɪk] толстый
thin [θɪn] тонкий
thing [θɪŋ] вещь
third [θə:d] третий
thirteen ['θə:'ti:n] тринадцать
thirty ['θə:tɪ] тридцать
this [ðɪs] этот, эта, это
those [ðouz] те
three [θri:] три
Thursday ['θə:zdɪ] четверг
ticket ['tɪkɪt] билет
tie [taɪ] галстук
tiger ['taɪgə] тигр
till [tɪl] до
time [taɪm] время
  What is the time? Который час?
  in time вовремя
  for a long time в течение долгого времени
to [tu, tə] к, в
  It is ten to four. Без десяти четыре.
today [tə'deɪ] сегодня
tomorrow [tə'mɔrou] завтра
too [tu:] тоже, также; слишком
took [tuk] *прошедшее время глагола* **to take**
touch [tʌtʃ] трогать
town [taun] город
toy [tɔɪ] игрушка
tram [træm] трамвай
  tram-stop ['træm,stɔp] трамвайная остановка
tree [tri:] дерево
New Year tree новогодняя ёлка
trousers ['trauzəz] брюки
Tuesday ['tju:zdɪ] вторник
twelve [twelv] двенадцать
twenty ['twentɪ] двадцать
two [tu:] два

U

uncle [ʌŋkl] дядя
under ['ʌndə] под
us [ʌs] нам; нас

V

very ['verɪ] очень
village ['vɪlɪdʒ] деревня
visit ['vɪzɪt] навещать

W

wait [weɪt] ждать
walk [wɔ:k] ходить; гулять; прогулка
wall [wɔ:l] стена
want [wɔnt] хотеть
warm [wɔ:m] тёплый
  It is warm. Тепло.
was [wɔz] был, была, было

wash [wɔʃ] мыть, мыться
wash up мыть посуду
watch [wɔtʃ] наблюдать
watch television смотреть телевизор
water ['wɔ:tə] вода
way [weɪ] путь, дорога
This is the way... Вот как...
we [wi:] мы
wear [wɛə] носить, быть одетым в...
weather ['weðə] погода
What is the weather like? Какая погода?
Wednesday ['wenzdɪ] среда
week [wi:k] неделя
well [wel] хорошо
went [went] *прошедшее время глагола* **to go**
were [wə:] были
what [wɔt] что; какой; как
What is the matter ['mætə] **with him?** Что с ним?
when [wen] когда
where [wɛə] где; куда
which [wɪtʃ] который
white [waɪt] белый
who [hu:] кто
whose [hu:z] чей, чья, чьё, чьи
why [waɪ] почему
will [wɪl] *вспомогательное слово для образования будущего времени*
wind [wɪnd] ветер
It is windy. Ветрено.
window ['wɪndou] окно
winner ['wɪnə] победитель
winter ['wɪntə] зима
wish [wɪʃ] желать
With best wishes. С наилучшими пожеланиями.
with [wɪð] с
wolf [wulf] волк
woman ['wumən] женщина
wood [wud] лес
woodcutter ['wud,kʌtə] дровосек
word [wə:d] слово
wore [wɔ:] *прошедшее время глагола* **to wear**
work [wə:k] работать; работа
worker ['wə:kə] рабочий
write [raɪt] писать
wrote [rout] *прошедшее время глагола* **to write**

Y

yard [jɑ:d] двор
year [jə:, jɪə] год
yellow ['jelou] жёлтый
yes [jes] да
yesterday ['jestədɪ] вчера
you [ju:] вы, ты; вам, вас
your [jɔ:] ваш, твой
yours [jɔ:z] ваш, твой

Z

Zoo [zu:] зоопарк

CONTENTS



Юлий Борисович Борисов
Людмила Владимировна Борисова

Учебник английского языка для III класса



Редактор *М. С. Паевич*
Художник *Т. И. Алексеева*
Художествен. редактор *Н. М. Ременникова*
Техническнй редактор *Г. Л. Татура*
Корректор *К. П. Лосева*

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